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OUR OBLIGATIONS.

BEGIN *here* teacher, if you please: for we have a few thoughts which we desire you to read. It is profitable to review the past. Our fathers tell us how things were, we see how they are. The difference would be startling did we not think of it so often. We rejoice that great changes have occurred since their day, but we seldom think of the means, the individual toil and the night-watchings which have given to humanity its present vantage ground.

Another year has gone, and its deep-writ history stands in bold relief upon the even prosperity of former times. The desolating hand of war has swept over us. It has taken our fathers and brothers for its victims, hallowed the home circle with sorrow, filled the land with mourning, made the rich poor, and, alas! the end is not yet. But *we* have kept our course. A class of men and women called teachers have, during the past year, come as nearly up to usual prosperity as any other class in community.

In times of peace we complain that we have not an even chance with our peers. But let us thank the growing intelligence of the country, that through the fiery trials of war the interests of education are among the last which are allowed to suffer. Teachers sometimes think that they have a hard lot, and get but small re-

ward; that they are obliged to deny themselves many of the pleasures and luxuries of life. Who cannot say the same? But would their condition be any better, were they not teachers? We will not say a word to fortify the opponents of liberal appropriations for education. Neither will we reprehend that spirit which would do better. But we wish to remind teachers of a truth. In this country and in the progress of our civilization we have a great variety of occupations. It needs but little history to show that this variety has increased with the diffusion of knowledge. If now, Nature has ordered—as we believe she has—that labor is a condition of life, we ought to regard it as a favor that we have the power of choice.

This choice of labor is one of our greatest blessings. In any European nation we can see conditions of life which will confirm this remark. There is no such thing as rich poverty in the old world. But here a man may be rich without money, sometimes richer than with it.

In nothing is the difference more apparent than in the condition of woman. On the plains of Germany, in the mountains of Bohemia, in the vineyards of France and Italy, she tills the soil, digs in the mines, bears heavy burdens in storm and sunshine alike, mating herself by the side of horse, dog, ass, and sometimes of a still more asinine animal of a man to drag her wares and produce to market and eke out the scantiest subsistence. Such are the common scenes in peasant life. In those countries no woman can aspire to the position of a public teacher. Surely no young woman in our land who receives her three hundred or five hundred dollars a year can wish to exchange her position for the toil and degradation of her sex in other lands. The average compensation of female teachers in New England is quite equal to that of male teachers abroad.

In one of the best schools in Saxony, in which about fifty male teachers are employed, the uniform salary is less than three hundred dollars a year, while the same teachers for qualifications and accomplishments are superior to a great many thousand-dollar men in Massachusetts. We do not make this comparison because we are satisfied with the compensation of female teachers. Indeed not. Their salaries ought to be more. But how can we make them so?

Precisely and only by prosecuting the same means which have made them what they are. What, then, are the influences? One answer is, the estimate in which education is held by the people. It is the most prominent feature of our civilization, the *sine qua non* of our prosperity. This truth is felt, and it is the chief cornerstone of our profession. But there are other influences growing out of this which come nearer to us and have a more practical bearing upon us.

Every word spoken, every page written, every lecture and convention in which education is the theme, contribute to the success and security of the teacher. Our obligations to these supports are very great. If our positions, then, are worth anything, it is only a wise economy that we stand guard over these great auxiliaries to our welfare. Let us always keep an eye to those means which elevate public sentiment.

If our lot in some cases be hard, we nevertheless fare much better than did some of our grandmothers, uncles, and aunts; and if there be a female teacher in Massachusetts who, in comparing her condition with the humble and unrequited toil of her ancestors, has not a grateful feeling for the influences of the present, we would direct her back forthwith to the quill-wheel and kitchen of her grandmother.

The truth is, it is interest, *interest* that every sensible man wants to see in us. This will sometimes make up for slight deficiencies in other things, while without it the best qualifications are useless.

In the best conducted examinations which we have been obliged to pass, the most sensible inquiries were not how much arithmetic and Latin we knew, but what were our views upon different topics and modes of education. If, teacher, you come to us for a similar examination, please prepare yourself for two questions: do you take an educational journal? do you attend and enjoy teachers' conventions? If your answer be yea, we shall conclude that you have an interest in your work and will proceed. A point will have been gained. The idea has somehow got into our head that the teacher who will not pay one dollar a year for the *Massachusetts Teacher*, does not quite appreciate the influences which give her place; and that she is unworthy of the position which she holds. And now, while we do not wish to hang a sharp sword *in terrorem*

over her head, still we would submit that this idea obtains in the minds of all educators and committees who think of it most. We advise every teacher to take this journal. It is one of the influences which help you. It will pay in the end. We tell you again that the same interest which is necessary to make you fit for your place and without which you cannot be fit, will prompt you to pay one dollar a year for the journal. In this terrible crisis of our country which nobody fully appreciates, intelligence and ignorance stand face to face. Never did civilization and humanity call more loudly for earnest workers in the cause of learning than now. But, while this is true, they do not call for those who have no interest but for the money which they receive for labor not heartily bestowed. One dollar a year! out of the two hundred or five hundred which you receive; and that dollar for an influence — one of many — which gives you position and employment. You can afford it.

Without these influences you might be trotting the same old wheel that your grandmother bequeathed to her posterity. Mark these things. We tell you truths. Take this journal and read it. You will think better of yourself, and an educated community will think better of you for your devotion to your work. *They will pay you more.*

T. D. A.

PRONUNCIATION.

THIS is acknowledged to be one of the most perplexing topics in our language. We regard it as a misfortune that we Americans have no system of pronunciation which is reliable, and to which *all* will give a ready assent. We seem to be doomed to perpetual controversies even about common words, with no umpire to decide. We will notice a few reasons for this state of things. In the first place our language is extremely heterogeneous and it has thus far proved very difficult to harmonize its elements. While it has its own broad basis, still it forms a receptacle for the roots, branches, leaves, and seeds of nearly every spoken tongue.

It will be observed, we think, that our difficulties occur in words

belonging to modern languages, rather than in those which have been built up from ancient roots. How to reduce all these modern words to a system is a question.

Whether we will force them all to conform to whatever of system there may be in the Saxon basis of our language — which would seem natural — or whether we will accept the original pronunciation of these words, is not yet decided by lexicographers. For in cases of disagreement we find them resorting each to the most convenient reason, whether of orthography, analogy, or derivation. Now, so long as these different reasons prevail for different pronunciations of the same word, we shall make but little headway, and establish no system at all; for each man will think his own reason best.

Closely allied to this is a second difficulty; the great license which obtains in everything in a republican government. This license affects not only our principles of trade, politics, and religion, but even our use of words.

Our native population have such easy access to schools that every mind may come into possession of a little knowledge. It is often surprising to see how bold men become in consequence of this *little knowledge*. The tendency is that every one thinks himself competent authority. When the poet said that "a little learning is a dangerous thing" there was surely an element of truth in his remark, although we believe that the good in a little learning far outweighs the evil.

Had we an element of despotism over us, it would be far easier to consolidate our language and systematize our pronunciation, than it now is. In looking through the grammars and other books used in the schools of France, it is interesting to notice the reference to authority which settles all questions, whether of idiom or pronunciation. "Adopté par l'Académie Française," says the margin, and no bookmaker will dare deviate a hair's breadth from that decision. However arbitrary or idiomatic the form, however spelled or pronounced the word, the French Institute gives the law, and all are satisfied to obey.

In consequence of this *certainly*, the pronunciation of the French is very easy for French children. Is it strange, then, that our language which we ourselves cannot pronounce without more or

less strife, should be to them very difficult ; a jargon, a Babel ? In other European languages we find principles which render pronunciation easy and enable all to understand the pronunciation of any word, whether they give it in common conversation or not. If *auch* be pronounced *ouk* in Liepsic, *oak* in Berlin, and *uk* somewhere else, still there is not a pupil in the schools above fifteen years of age who will not give the exact thing when put to the task. When we can have a French Institute to give the decisions, a Sorbonne to dispense them among our students, and free conservatory lectures to do the same among the common people, then we shall know how to pronounce certain of our common words which now give us a deal of trouble. Some of these words are now belabored with all the virulence and animosity of self-interest.

The strife is led by the publishers and agents of two very excellent authors who have enriched us with the best dictionaries in our language ; it has a partisan character with which we think it does not add to the dignity of teachers to sympathize. The dictionaries of Webster and Worcester are unquestionably works of great merit, learning, and research, and we believe that no teacher of respectable rank will join in the partizan cry that either one or the other is an accumulation of errors. Such a course on the part of a teacher, in our opinion, indicates a lack of intelligence or of taste, and perhaps of both. It is to be observed that the best literary minds in our country give their cordial approval to both these great works, and are rather guarded in their expressions of partiality. This is, doubtless, because they see great merits in both. We think that teachers would do well to follow their example. For ourselves we are glad to see those great books upon our shelf, both at home and in the school-room. We have a strong preference for *both*, and we consult both. We think the merits are divided. If we wish to learn the best derivation and history of a word, we go to Webster. If we wish to know the orthography of a word, we go to Worcester. In pronunciation we are divided, with perhaps a slight inclination towards Worcester. We regard Webster the more learned, and Worcester the more practical ; Webster the master, Worcester the pupil. We admire the pioneer spirit and the unfaltering research of the former ; and while mere antecendancy can settle no question of merit, it will nevertheless attract the admiration of the real student. Again, Worcester has

made improvements upon his great prototype which make him, as we have said, the more practical. With these views, then, we advise teachers to get all the good they can from the two works, and beware of the partizan warfare as well as of wholesale denunciations against either one.

For among all the discussions which we have heard, the most vehement onslaughts have been made by feeble minds which could not approximate to an appreciation of the immense labors of these two authors.

But with all the learning of these two men, we are left in practical difficulties upon common words.

We will here mention but one. Perhaps in these times there is no word more frequently mispronounced than the word *wound*, signifying to hurt. Notwithstanding all that authors may say, we think that there can be but one right way to pronounce this word. Upon this opinion we will now introduce the testimony of our two great authors themselves. Webster, through his editors, gives the following:

“Walker condemns the pronunciation *woond* as a ‘capricious novelty.’ It is certainly opposed to an important principle of our language, viz.: that words in *ou*, of Saxon origin, retain the regular Saxon sound of *ow*, as *sound*, *ground*, *found*, etc., while words derived from the French have the sound of *ou* in that language, as *soup*, *group*, etc. It is very undesirable to break in upon this rule, though *woond* is undoubtedly the fashionable pronunciation.” Accordingly Webster, in the pronunciation of *wound*, retains the Saxon *ou* in preference to that of the French. Worcester, on the contrary, inclines to the latter; while his evidence is altogether in favor of the former. We cannot understand why he retains a sound so plainly opposed to his own better judgment and good sense. After giving his preference for the *oo* of the French, instead of the Saxon *ow* or *ou*, he introduces, from Walker, precisely the same objections to the former that Webster does, and still more in the following words: “a novelty either generated by false criticism, to distinguish it from the preterit of the verb to *wind*, of which there was not the least danger of interference, or more probably from an affectation of the French sound of this diphthong, which, as in *pour*, and some other words, we find of late to have prevailed. * * * I am, however, of the opinion of Mr. Nares,

who says this pronunciation ought to be entirely banished. But where is the man bold enough to risk the imputation of vulgarity by such an expulsion?"

We have now a few considerations of our own to offer upon this word. We think there are two important principles, one of derivation and the other of analogy, to which we may refer its pronunciation. We take the word from the German *wunde*. This would seem to favor the *oo* pronunciation; and so it would, did we make no change in its orthography. But, as soon as we transfer the word to our language, we introduce an *o*, and thus get the diphthong *ou*.

Now shall we pronounce this diphthong just as we would the *u* alone? We think not, but rather that we should pronounce it as we do in other words of similar origin and precisely the same changes in orthography.

We have *sound* from *sund*, and *round* from *rund*, and get *found* out of the participle *gefunden*. In these German words, together with the syllable *wund*, we find that the *u* has always the same sound, and in the English of these words we give the *ow* sound, as soon as we expand the vowel to a diphthong by the insertion of an *o*. Now we inquire for a solitary reason, why we should force this word *wound* to deviate from that pronunciation which origin and analogy indicate is right. We know the one usually given: that it is to distinguish it from the past participle of *wind*. But this we deem too trivial, since the word is not the only one in our language whose meaning depends upon the context. Its signification could never be mistaken, though we give the *round* instead of the close sound to the diphthong; and no word ought to be tortured, mouthed, and forced out of its place for any such whimsical reason.

We see that quite an inroad has been made into this fashionable pronunciation within a few years. Public speakers and literary men adopt the diphthongal *ow* more frequently than they did a few years ago; and we hope that after another ten years the "capricious novelty" will not *wound* our ears any more; especially since this novelty can claim no great dignity in its origin. As the story goes, an English lord was speaking in Parliament, and upon coming to this word broke down in his voice and accidentally gave the close sound *woond*. The fashionables caught it up and *wounded* everybody into submission to this pronunciation.

T. D. A.

MILITARY INSTRUCTION IN SCHOOLS.

THERE have been two discussions before different educational bodies, upon military instruction in our public schools. In the first there was quite an unexpected division of opinion at the close of the debate, — the *pros* and *cons* being about equal in number, — at the second an unexpected agreement, — all against it.

The latter result we attribute to certain old-fashioned ways of thinking, a disposition to entertain pleasant theories and a rather politic mode of flattering human nature. We think that the importance of the subject is sufficiently great to warrant a discussion upon its merits, without any regard to that approval which comes from the expression of simply popular views. We shall endeavor to discuss this subject in what we think an impartial way. We say it is important. It is so, both to the teacher and the taught. If it be introduced into school it will add to the labor of the teacher; for the spirit of economy will suggest that he ought to be captain enough to *train* the boys in his school, and the time may come even, when some military qualifications will be required of him. Again, it is of the utmost importance to regard the moral bearing, upon the mind of the pupil, of everything which is introduced into the school.

Extreme views, we think, were presented upon both occasions to which we have referred.

The objectors assume too much: that it is impracticable, useless, and immoral in its tendency.

In discussing the subject we shall use a different term from the one employed on those occasions, substituting the word *drill* for that of instruction or education.

Whatever the precise meaning of these latter words may be from their origin and composition, it is plain that from their common acceptation they may cover too much ground for our present purpose. The words mean too much, and may include everything from "about face" to graduation at West Point, and we were surprised that several speakers took this advantage of words, when no such latitude was contemplated in the question.

We use the word *drill*; and by this we have no reference to fortifications, sieges, lines of retreat, and mathematical gunnery.

All these and more we understand to be subjects for scientific and professional study. Neither do we propose military instruction for our primary schools, nor that the girls in any of our schools should be trained up for Amazons. All this is too absurd for a moment's notice, though some have based arguments upon the presumption that so much was meant.

Now we believe military drill is practicable in any school where there is a sufficient number of boys to form a company, providing they be old enough to bear arms. Such are the conditions. Now the extent.

We would not aim to educate Major-Generals.

Let the military schools of our country be multiplied, if need be, for all the professional study requisite to make good officers. The work of which we speak is physical rather than mental, and has in view the efficiency of the common soldier. If, then, the teacher of a High or Grammar School have only so much knowledge of the military art as he may acquire even in a short time, we think that he can so instruct his pupils that they will become efficient soldiers without intruding upon any other part of education.

We apprehend that the only difficulty would be in ourselves, since we teachers are very peaceful gentlemen, and our out-door energy might not be quite up to the task. This drill is also in keeping with the gymnastic theories of the day, to which we give our hearty assent. But the *gymnasiarch* will say it is very inferior to his *system*; its positions are limited and bring into exercise but few muscles. In answer to this objection we do not see that it matters much whether the positions be five or five hundred, if the desired physical results are attained; and here we bespeak for evidence the superiority of form, the agility and the muscular power of professional military men.

But what shall we do for the girls? It is not suitable exercise for them. Our answer were quite as reasonable as the objection, should we say, let the girls take care of themselves.

But we would not be too abrupt with our fair young friends, for we know their worth in school and society, and we would make ample provision for their welfare.

Since they cannot engage in military exercise we would allow them the freest use of the systems of Dr. Lewis and others, who

are happily doing so much for the physical education of the young. We are not comparing military drill with any other mode of exercise; but we mean to say that though it be not practicable for girls, this is no proof that it is good for nothing for boys. We believe that it is very good, so far as it goes. We think also that it would do us teachers as much good as our pupils. For, without disrespect to anybody of either sex, we think there is too much of the old woman spirit in us. Whether this arises from the great preponderance of the female sex in the profession, we will not stop to inquire. It is well for each sex to possess some of the traits and virtues of the other. But if there is any hard fighting to be done in this world, we of the male gender have got it to do. The truth is, we were not all of us born and made up for women.

For the reasons already presented we think that military drill is practicable in public schools.

Now is it useful? In writing under this head we feel obliged to look at some of the fundamental truths of human nature, and we shall base our arguments upon the old maxim, — “In time of peace prepare for war.” During the last twenty-five years, some have tried very hard to show that the virtue of this maxim was gone. They are of a class who would say pleasant things, but are sometimes too regardless of facts. They would please us by saying that human nature is fast growing better; is, *in itself*, making wonderful strides, and will soon step into the dawn of the millennial day, while they forget that the soul is born into the world now with just the same passions that it was centuries ago, and that from time to time it breaks over all the bounds which reason, education, and Christianity can prescribe.

About the year 1830, commenced a period of very general peace throughout the world. This continued with but comparatively slight interruptions for a quarter of a century. The dogs of war were leashed and caged; the arts of peace flourished. Her advocates were full of hope, and they gave us their theories in confidence. It was a pleasant dream, and we were glad to think that the millennium might be near; that the sword was at last beaten into the ploughshare and the spear into the pruning hook.

But this dream was dispelled when we saw three of the most powerful nations of the earth engaged in the terrific war of the

Crimea. Two of these nations were foremost in civilization ; and one had carried the arts of peace to a higher degree of perfection than any other. The millennium was indeed adjourned. But at the close of that war the song of peace commenced again.

It was thought that the lessons so recently taught would be enough for all coming time, and that diplomacy would settle every difficulty that might arise between nations. But we forgot that there was oppression in the world, and where that is the spirit of revolution exists. We forgot that there was a Vesuvius in Italy, which at the first touch of some magician's finger would pour out a flame, compared with which the old mountain light were but a farthing candle.

On the 27th of April, 1859, occurred the revolution in Florence. This was followed by a short and vigorous campaign which, for immensity of forces, power of armament, and terrible destruction, has few parallels in history. At that time "all was quiet on the Potomac," and we were lulled by the syren song of the peacemakers into a feeling of security. The broad ocean was our safety, and the great winds would be our keepers.

But scarcely had the thunders of the cannon died away on the banks of the Mincio before the diapason commenced on this side of the Atlantic. Now we are engaged in the most gigantic civil war in all history, and whose end we do not yet see. From all this we claim that the peace policy has failed. The lion and lamb are not ready to lie down together. The time is not come when men will stop fighting. To meet this truth we must as ever recognize the necessity of two powers in government ; the civil and the military, one for peace, the other for war.

We still believe in the wisdom of the old maxim, "In time of peace prepare for war." At the commencement of the rebellion we had not a thousand men upon whom we could rely for the defence of our beleagured capital. This fact gave courage to the rebels. They knew our habits, they believed that we loved money more than all things else, that we had no military spirit, no pluck, and would not fight. This view seemed to them to be confirmed in the fact that our Senators in Congress would not degrade themselves by accepting challenges to personal combat with blackguards and bullies. Had they felt that we could bring into the field an

army of well-trained citizen soldiery, we believe that the rebellion would not have gone far. We believe that such a soldiery can be secured among the young men of our schools, by the appropriation of an hour or two every week to military drill, just as the same thing has been done in the South, where a stack of old muskets is a part of the furniture of every school for boys.

Had the yeomen and mechanics of the North, who rushed to the defence of their country in 1861, possessed an ordinary knowledge of tactics and the use of arms, months of time and millions of money might have been saved to the country. As government is the same in its essence everywhere—the only difference being in its exercise; we do not see but the same means must be employed under one form as another. If a nation be attacked it *must* fight in self-defense. Such is the necessity in a Republic as well as in an Empire. We have proved it in two foreign wars. We are now proving that the same red right arm must at times be bared for the preservation of internal peace.

So long as the fighting spirit prevails in the world, we believe that nations should provide for the exigencies of war. Our civilization is peculiar. Its modes are popular. Every form of civilization ought to have its well adapted means of support. We believe that the means of defence and the military power should be popular as well as the civil power. This brings us to an important point,—the political and moral bearing of our subject. It is thought by some that a military force is incompatible with republican institutions, and dangerous to the liberties of the people. We think that we have shown the necessity of such a force in some form. Then we must make it as compatible as we can. But we do not see that it is of necessity incompatible or dangerous. In the first place there is a great difference between a standing army and a well-trained citizen soldiery. An army of professional soldiers with no aims outside of military life, passing a large part of their time in idleness and looking down with greedy eyes upon the rich fields of the husbandman and the fortunate lot of the civilian, may indeed be dangerous in a condition of society where ignorance prevails. Ignorance makes despotism. It is the most powerful weapon which the tyrant can use against the liberties of the people. But it is not such a kind of military power that we advocate. We

prefer to see such power as small as convenient. The citizen soldiery trained up in our schools would be no such power. For there is not a boy in our higher schools who does not know that the ambition of his heart can best be satisfied in the pursuits of peace. The ways and arts of peace are always alluring to an intelligent mind. It is through these sources that wealth and prosperity come. While, then, the boy in the school learns the manual of arms and the ordinary movements of the soldier, he may do it only as a patriot, feeling that such knowledge is a necessity arising out of the fault of human nature; while necessity as well makes peace the conservator of his happiness. We do not believe that in our army to-day there is one man in a thousand who would not gladly return to his home, if patriotism and duty would permit him to do so. Our soldiers all tell us that there is no pleasure in war. The instruction in our schools all points to civil life, and we think there is such harmony between education and peace, that the amount of military drill which we recommend will no more interfere with the latter than will any other mode of physical exercise.

We are told that there is danger lest the military spirit may increase too much. Perhaps for some of us teachers this is true. But this spirit *is growing*. We cannot well prevent it. The instincts of the people seem to demand it. Drill clubs and companies are forming all over the land.

Now, if the art of war in any degree is to be taught and learned, where can it be done with the least demoralization to the minds of young men? in the camp and tented field, away for weeks at a time from the influences of home and the usual restraints of society, or in the schools where so many good things are learned, and where firm but gentle restraints are always exercised? We think the answer is plain; and if the parents in New England were required to answer this question it would be their united voice, that if military knowledge be desirable, let it be acquired as much as possible at home and in the school, those great palladiums of youthful virtue.

There is now one more point. It is urged that the influence of purely military schools is demoralizing. If we grant this, it does not affect our question at all. For these schools, while they do not ignore the subject of morality, do not profess to aim at the

general improvement of character. But we know that some excellent men graduate even from *these* schools. If a great many bad men do the same, it would be well, perhaps, to inquire how many of them were just as bad when they entered.

It is a notorious fact, that many of the young men in our military schools were dissipated when they entered, and hardly grow worse to the time of graduation. If it be proved that there is a lack of moral influence in military schools, it is no evidence that such will be the case should a small amount of military exercise be introduced into our public schools, which are established for mental and moral instruction.

We feel now, that we have presented no extreme views upon this subject. It is no hobby with us, and we are not running wild after it. We have tried to argue the question fairly; and have presented our thoughts only after much reflection upon the nature of government, upon observation in about twenty different countries, and upon a comparison of their governments with our own. These views would all have been opposed a few years ago. But time teaches its lessons.

We have our modes of civilization and of government to preserve. We are now learning that, however much our government may differ in its administration from all others on the earth, yet while the human heart remains the same, the strong arm of military power may sometimes be required for the national defense.

Our advice would be that the young men of our land be so trained, that with the least possible loss of time, with the least expense and without demoralization of character, they may become efficient soldiers against a time of need.

T. D. A.

COMPLETENESS OF EDUCATION. — The present crisis in national affairs gives especial significance to the words of Milton, "a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously all the offices, both public and private, of peace and war."

TALKS ON ALL SORTS OF SUBJECTS.

ONE would imagine that with so much license as the title gives, it would not be difficult to commence conversing immediately upon something. But beginning a subject is like breaking one of those dark pauses that sometimes falls like a cloud upon a company ; — when you can almost hear your neighbor breathe, and it sends a shiver of nervous dread through you, to think of lifting the chain of silence. It is somewhat important to notice the requirements necessary to do well that most commonplace of all things, — “make an opening.”

In the first place, one must have such energy as shall make the principal proposition sufficiently startling to command attention ; secondly, one must lay hold of just the proper point, from which the interest may gradually rise to a grand climax ; thirdly, we must have that suggestive turn of thought which throws out attachment lines for other minds, and draws them into connection with it ; and fourthly, — perhaps some will think this ought to come first — one needs a fair knowledge of the subject. Of course we do n't need to think of all this and check off the different items on our fingers, when we talk with Mr. Smith about the weather, or Mr. Jones about the war. But to *open*, in the real sense of the word, to make a hole in it, to break through the superstructure and get at the foundation of an argument, those several points are extremely useful.

In proposing a series of monthly talks, it is natural to think of this, and strive to make a good beginning. We all know “*Ce n'est que le premier pas qui conte*,” but how hard it is to make that first step. If we could only begin plump at the middle, if we could only dash in anywhere, — but to commence ! Won't you, kind sir or fair lady, drop a few words of introduction ? — then we have all so much to say.

To write well or talk well, one needs something in unison with the mass of his readers and hearers. We want a standpoint from which the different flashes of human thought and feeling may radiate to the minds and hearts of those around us. To converse, with no fellow feeling, is like trying to listen to a language imperfectly understood ; — we catch a sentence here and there, the sound of

the words, the drift of the discourse perhaps ; but the finer play of sentiment, the delicate shades of thought and fancy, are lost to us entirely. Not that all minds should harp on the same string — Heaven forbid! — but the chords must ring in harmony when touched, or the music clashes into discord.

Said a friend the other day : “ I am going to read —. Not that I hope to be pleased with it ; I detest the writer’s character and cannot expect to like his works ; but I want to see what it’s worth.” What a frame of mind in which to catch the spirit of an author ? It would take the philosophy of Bacon, the sublimity of Milton, and the genius of Shakspeare combined, to make him feel an emotion of pleasure and appreciation in the reading he had undertaken.

By the way, what a by-word that term “ reading ” has become lately. Young America, in incipient moustache or long dress, declares that his or her time is completely taken up this winter by reading. They have read everything out, — there is nothing new. It amuses me — accustomed to hear the word applied to a regular course of study, to the most intense and earnest mental exertion, or at least to a system designed and followed up for the improvement it brings, — it amuses me, I say, to hear this flippant skipping over of light *litter-ature*, designated by the same title as the severest discipline mind can undergo.

The truth is that, as a nation, we have too much reading : too much of the wrong sort, and, I am afraid, too little of the right. Perhaps, if it does not sound too much like a contradiction, I should say we read too little and dream too much.

This reckless hurrying over of everything new, in search of excitement, is as much dissipation in a mental way, as the most habitual tipping is physically. It creates a morbid appetite, an insane craving for novelty that nothing can satisfy. It destroys the finer portions of the mind ; — its susceptibility to pure impressions and sentiments, its clearness in reasoning, its energy in debate, its powers of analysis and deduction. It weakens the memory and impairs the judgment. Who ever heard one of these voracious individuals forwarding an honest opinion of his own ? He repeats the fancies of some writer, whose sentences please or whose audacity forces him to remember them. He receives, without questioning,

what is offered him ; and continually startles one with strange theories whose proofs he has forgotten, and propositions whose bases he has misconstrued.

Of this class we certainly have too many, and the effect they produce on society we can understand. Indeed, the danger in which they place others, by familiarizing them with loose and unformed mental habits, seems to me so great that it would be hard to decide which should be avoided as the greater evil, — total abstinence from every book, or an indiscriminate indulgence in all.

But true reading, that which has for its object the cultivation of the intellect and strengthening of the mental powers, is invaluable. To take the writing of any earnest thinker, whether it be the beauty of poetry, the abstraction of metaphysics, the lighter play of a story, or the deeper truths of mathematics — to take it trustingly, but cautiously ; noting whatever is beautiful, holding whatever is good, assimilating to our own powers of thought and action whatever is worthy, and revelling with newly awakened enthusiasm, in the nobleness and heroism which rouses our own strength, — this is to read and understand an author. By it our own perceptions become clearer, and the reason, too weak to decide for itself, flashes into power by the friendly impetus of some kindred spirit. Of this we can never have too much ; the mind supplies itself, and grows braver with its nutriment.

As coming events cast their shadows before, may not the system of reading in our public schools, without drawing the mind of the child sufficiently to an understanding with the substance of his reading lesson, be a beginning from which so much false conception of the matter in after life springs. The practice of reading almost by rote, allowing the child's eye and mouth to reflect the sentence, as it were, without awakening a corresponding image of the *idea* expressed, must sow evil seed in the young and plastic intellect.

I have known children read and spell whole sentences, with their books open at the wrong place, utterly unconscious of the fact, so little had the connection between word and idea been suggested to them, and so parrot-like was their understanding of the sound.

Whether I have succeeded in making an opening in any subject

by any means logical or illogical, I leave others to decide. However, for myself the ice is broken, and next month I can sail off in any direction at once.

South Quincy, Oct., 1862.

TEACHING GEOGRAPHY.

HAVING tried a variety of methods of teaching geography with varying success, I have at last adopted the following as the best for scholars of ten years old and upwards :

I assign to the class as a subject, a single state or country, and require them as a first lesson to fix in mind its dimensions and general shape, its greatest length and breadth, the direction and extent of its mountain ranges, and its principal rivers and bodies of water. Its boundaries and outline are to be learned next, and every pupil should be able to draw upon the board or on paper, a map which shall represent with tolerable exactness its principal geographical features. Its distance and direction from the pupil's place of residence should be learned, and the method of reaching it most expeditiously. In comparing size and population, the pupil's own State should be constantly employed as a measuring unit. Thus : England is in area six and a half times the extent of Massachusetts, and in population about thirteen times. These facts need not be given at one lesson, but are first in order.

Next in order come the political divisions of the State, its principal cities and towns, grouped for convenience of the memory, as seaports, manufacturing towns, university towns, etc. Or they may be grouped as located on the banks of a large river, or as on an important line of railway, or as associated in history ; the object being always to aid the memory by association of ideas. Every important town should have some fact associated with it, and if no fact of interest can be gathered up and retained, the place will speedily disappear from an ordinary memory.

The history of the country should always come into consideration while its geography is studying. Each will aid the other. We all are conscious that our geographical knowledge of the South has very

much increased since we have had matters of interest to fix localities in the mind. Take England, Spain, Italy, and assign a lesson upon the battle-fields of each, and by the research and interest thus awakened, pupils will generally acquire and retain a more definite knowledge of the country than can possibly be imparted by ordinary text-book study.

The arts, manufactures, mining, commerce, and agriculture of the country, its staple products, its principal imports and exports, and above all, its commercial relations to ourselves always will demand attention. The soil, the climate, the character of the people, their language, dress, social habits, etc., all are legitimate objects of geographical study.

The advantages of this method are these: The number of classes can be very much reduced. The questions can easily be varied by the teacher so that the youngest pupil can find matter of study and interest, and the most advanced be equally benefited.

There is no trouble about the difference of text-books. A variety is really desirable. The teacher must always indicate the questions which are to be studied, and the pupils are left free to seek information wherever it can be found. They are incited to read books of travel, and to examine gazetteers, histories, and books of information. They learn something of the art of using books.

The teacher's own mind is kept on the alert. Few teachers can do justice to lessons of this character without careful preparation. This may not seem an advantage to those who cannot bound Massachusetts without a finger on the map, but it is an advantage.

The interest of the pupils is awakened, and is carried outside the school-room so as to bring the parents into the circle of school laborers. This, though last, is by no means least in importance.

H. L. B.

THE following lines contain all the letters of the alphabet:

"A jovial swain may rack his brain,
And vex his fancy's might
To quiz in vain; for 't is most plain,
That what I say is right."

Resident Editors' Department.

THE MASSACHUSETTS TEACHER.

THE *Massachusetts Teacher* completes its fifteenth volume with the present number. It has not received that generous support from the teachers of the State that it deserved; but still, with economical management, it has paid its way. We wish we could report a wide margin of profit to lighten next year's burdens; but if there is any margin it is too small to excite any apprehension on the part of our delinquent subscribers, lest the treasury of the State Association become overburdened. The three or four hundred dollars due from them would, however, be very gratefully received by the Finance Committee, and faithfully applied towards the liquidation of next year's paper bills at the advanced rates.

The members of the present Finance Committee, who have served so faithfully for years past, and to whom the *Teacher* is indebted so much for its financial prosperity, requested to be relieved from further service. The Board of Directors have, therefore, selected GRANVILLE B. PUTNAM of Quincy, JOHN P. PAYSON of Chelsea, and D. W. JONES of Roxbury, to be the Finance Committee for the ensuing year. These gentlemen will do all they can, and that gratuitously, to advance the interests of the *Teacher*; but we desire to remind our readers that the increased cost of publication will demand a corresponding increase in income, and that if they wish the *Teacher* to prosper as heretofore, they must do something towards increasing its list of paying subscribers.

In the Resident Editors' Department there is also a change. Mr. ANSORGE will remain at the post he has so worthily filled; but he will have associated with him WILLIAM T. ADAMS of the Boylston School, Boston, an excellent teacher, whose pen has already won him enduring fame, and WM. E. SHELDON of West Newton, President of the State Association, earnest and enthusiastic in all that relates to the work of education. The retiring editors congratulate the readers of the *Teacher* upon the change, feeling assured that the department over which they have had charge will increase in worth and interest.

The list of Monthly Editors for 1863 is nearly the same as that for the present year. The friends of the *Teacher* may therefore feel that it will be ably edited. The present volume in the variety, value, and interest of its articles has hardly been exceeded by any of its predecessors. The same

pens will do as much, and more even, for the new volume. Let the friends of the *Teacher* then take courage, not forgetting that it is incumbent upon them so to increase its income that the increased cost of publication may be met.

SOME CONCLUSIONS DRAWN FROM OBSERVATION AND EXPERIENCE.

THAT the best way of making friends of parents is to make friends of their children.

That a teacher who tries to please everybody will be likely to please few, or nobody.

That it is easier to keep out of difficulties than to get out of them.

That a school which is controlled by the least government is best governed.

That the general tone of a school never rises above that of the teacher.

That a pleasant face in school does more good than a cross one.

That a teacher who does not govern himself cannot govern his school.

That a noisy, blustering teacher is sure to have a noisy, disorderly school.

That a teacher's skill is better shown by his success with dull pupils than with the bright ones.

That, in teaching, quality is of more importance than quantity.

That a thorough exposition of principles is more valuable than specific modes of operation.

That explanations should be given in few words, carefully arranged and slowly uttered.

That instruction, to be valuable, should be clear and exact.

That memory and reason should be trained together — not one to the neglect of the other.

That children are quick to discern a teacher's weak points.

That they are prone to annoy a teacher who is easily annoyed.

That they love a teacher who manifests genuine love for them.

That they are influenced more by example than by precept.

That perpetual scolding does them much harm and little good.

That they are more effectually governed by patient kindness than by physical force.

That they become worthy of confidence in proportion to the confidence placed in them.

That good teachers and good scholars are necessarily antecedent and consequent.

That a teacher's influence ought not to be limited to his own school, but should be extended to his fellow-teachers and the public.

That his power at home and abroad depends largely upon the extent and character of his self-culture.

That, to be more than a pedagogue, he must know what is transpiring in the educational world.

That he must, therefore, do his part towards making, reading, and sustaining the current educational literature.

That the teacher who is not willing to do what he can for the general cause of education, and for the welfare, instruction, and encouragement of other teachers, fails to perform an essential part of his duty, and has no claim upon the sympathy and confidence of the educational fraternity.

QUEER MISTAKES.

If teachers were to note down the remarkable mistakes made by pupils, a curious and interesting collection could thus be made.

A boy was once translating the Latin fable which relates how the frogs prayed to Jupiter to send them a king. Jupiter, in response to their prayer, threw down a great beam into the lake—*trabem ingentem in lacum*; which the boy honestly translated, "he threw down a great bean on a rake."

A boy who was apt to intermingle English with Latin, was one day translating from Virgil the words *Troia gaza per undas*—(the Trojan wealth among the waves,) which he rendered, "the Trojans gazed through the waves."

We once had a pupil who was remarkably good in all departments of study except that of language. He read English very poorly, and his efforts to read Latin were unavailing. With the grammar before him, he could not, after weeks of study, decline *Sermo* correctly. It fell to his lot, one day, to read the fable entitled "*Cancrī*," the crabs. The following conversation occurred between pupil and teacher. The pupil began, "*Cankeri*." "No, you do n't pronounce it correctly." "*Cankerarii*." "No." "*Cankererii*." "No. Spell it to yourself, and then pronounce it." [After long thought.] "*Can-ce-ri*." "Are you sure you are right?" "I think I am, sir." "Will you spell it aloud?" "*C-a-n-can-c-cance-r-i-ri-Canceri*." The school smiled.

We once asked a very fine boy, this question: "What is the name of the passage way from the mouth to the stomach?" "The *Areopagus*, sir," was the reply. This was classical, if not quite so correct as *Oesophagus* would have been.

A large school-girl, not distinguished for scholarship, having spelt the word "cuticle," was asked what it meant. "Do n't know, sir," she said. "What is this all over my face and hands?" asked the teacher. "*Freckles*, sir."

The freest translation we ever heard was made by a college classmate. He was rendering a passage in Xenophon's *Memorabilia* of Socrates, in which Socrates says to a young man, "When you behold a beautiful woman, beware!" The student gave it thus: "When you see a pretty girl, run like thunder and lightning."

MEETINGS AT THE EDUCATIONAL ROOM.

THESE meetings were resumed in September, and are held once a fortnight. Thus far they have been well attended, and the discussions have been interesting and profitable. They are conducted with but little form and are open to all. They are held on the *first* and *third* Saturdays of each month, commencing at 2½ o'clock, P. M., and closing at 4. Subject for next meeting, "*Object Teaching*."

A friend has sent us a report of the discussion upon *Text-Books*, Oct. 18th, which we give below.

Mr. Sheldon of Newton opened the discussion with an able argument in favor of the use of text-books. He acknowledged having recently recovered from a severe attack of gymnastic fever, which had permeated for a time his whole system. He had suffered so much from this disease, that, in the happiness of escape, he felt determined not to be so caught again, by any educational epidemic. The fever that seemed now to threaten us was "*Object Teaching*." The defenders of this new thing sneer at us as old fogies, because we cling to the use of text-books; but he had found on looking into the history of such matters, that our fathers in teaching were annoyed by the same round of theories or hobbies as we are. He felt that one great danger now to be avoided, was discursiveness; and that to require our pupils to commit some things to memory and to study the book was a benefit to them. He would not have books so large as they now are; but he thought our scholars would be greatly profited by the effort of mastering the details of a good text-book.

J. D. Philbrick, Esq., followed, and ably argued that text-books should be used; but he would have *thin* books. He always discouraged the introduction of thick ones. He recommended Mr. Wells's new book, "*The Graded School*," to teachers. How should the spelling-book be used? He could not agree with those who insist that every word spelled should be written and defined. He would have the spelling-book spelled *through and through*, orally, and at a pretty early period of

the Grammar School course, whatever else might be done by way of writing and learning definitions of words. He would have the dictionaries used much, especially the large ones. He did not like to see the dust on them. It is only the large dictionary that really *defines* words. He did not like to witness an exercise in reading and hear not a question by the teacher as to the *sense* of what was read. The most important part of the text of history should be committed to memory, word for word. Of course, it should be talked about and explained. Dates were important to be learned. The best primary reading he had heard, was in a school where the teacher read the pieces to her pupils, and then required them to imitate her; and he would by no means counsel teachers of lower classes to rest satisfied with simply teaching the exact matter required for promotions. Teachers should aim to have the pupil understand as much as he can of the branches studied; but not to refrain from cultivating the memory, if the meaning of what was learned was not *perfectly* comprehended.

Mr. Reed would not let so good an opportunity pass without saying something upon a subject that had vexed him for years; and to which he had given much attention. He agreed with both the other gentlemen; thought Mr. Philbrick was doing an excellent service with his cards, and believed the plan could be carried much further in teaching arithmetic and grammar. But he wished to look at text-books in another light than their simple use, for he did not like the way and manner in which school-books were compiled, published, and thrust upon the pupils and teachers. Almost every ambitious scholar would compile some text-book, say a grammar, in which something would be taught different from every other book, and then these different books would find lodgment in some parts of the country, so that no uniformity could be had in anything. He had used about twenty different grammatical text-books in his career as teacher; so they must excuse him for not knowing much about grammar. And the same is true of most other books. He believed that the present generation of teachers understand and teach arithmetic as perfectly as it can be; but some authors seem to be trying to combine the higher mathematics with elementary arithmetic; and he feared that soon the Differential Calculus would be required of children four years of age—but he did not believe they could understand it! He felt, also, vexed at having two different dictionaries in his school-room; he did not pretend to know which was the best one, but it seemed to him that when the State had made an appropriation of sixteen thousand dollars, and placed in each school-room in the State a dictionary, that the one that was chosen by eleven-twelfths of the schools ought to be taken as the standard; and more particularly when that same book had the confidence of, and was in use by, almost the whole population of the United States. He thought that nobody knew what text-books ought to be used, so well as the teachers, and he hoped they would take measures to memorialize the legislature to make the books uniform throughout the State. He confessed to having learned something of text-books from having been a book agent two years; during which time he had looked into every school-book in use that he could find; and, that, while he had great regard for our friends, the book publishers, he thought if they should lose a little money by our action, they would not be any worse off than some of us who have lost ours. At any rate, he would defend the pupils against the present system, by having the teachers unite in trying to effect a reform.

The Secretary of the last meeting also sends us the following :

These meetings continue to increase in interest. The first twenty minutes are devoted to general exercises, and teachers are invited to bring in and exhibit anything interesting in education. At the last meeting several interesting pamphlets were shown by Mr. Philbrick. One was "The Constitution of the Associated Instructors of Youth in the Town of Boston, adopted January 22, 1812." Another was an address, delivered before the Association on its first anniversary, August 19, 1813, by John Lathrop, Jun., A. M. Slates from the Sheafe Street Primary School, showing specimens of their excellence in printing, writing, and making figures, were examined with a great deal of interest.

The topic for conversation was *Music in Schools*. The sentiment of the meeting was decidedly in favor of *less* singing by rote, and *more* singing by note.

WORCESTER COUNTY TEACHERS' ASSOCIATION.

THE Twelfth Semi-Annual Meeting of the Worcester County Teachers' Association was held at Oxford, Friday and Saturday, Oct. 31, and Nov. 1. The weather was delightful, and the number of teachers present was large. Mr. Hunt of the Sycamore street Grammar School, Worcester, was present Friday, with seventy of his pupils, there being an equal number of males and females. The exercises commenced with singing the hymn, "God of the evening and the morning," sung by Mr. Hunt's pupils. Prayer was then offered by Rev. Mr. Prentice of Oxford.

Mr. Prentiss of Worcester occupied the remainder of the forenoon, giving his views of the best method of teaching geography, and exhibiting an improved globe.

The afternoon was occupied by the class of Mr. Hunt in exhibiting their system of gymnastics, under the instruction of Dr. Trine. In the evening Mr. Lombard of Worcester explained some of the advantages of Mr. Prentiss' new globe, and then proceeded to the discussion of the next topic on the programme,—"Object Teaching." Rev. B. G. Northrop of Saxonville, and Rev. Mr. Jones, Superintendent of Schools in Worcester, also spoke on the same subject. Dr. George B. Emerson of Boston then gave a familiar address to the Association.

Prof. W. A. Greene of Worcester read "*We are Seven*," "*The Burial of Sir John Moore*," and "*The Passions*."

Saturday forenoon the subject of "*Phonetic Analysis*" was presented by H. E. Rockwell of Millbury; "*Etymology*" by H. R. Greene of Worcester; and an excellent lecture on the "*Characteristics of the Live Teacher*," was given by C. G. G. Paine of Worcester.

Officers for the ensuing year: *President*, J. K. Lombard of Worcester; *Vice Presidents*, C. G. G. Paine of Worcester, C. W. Carter of Fitchburg, M. C. Stebbins of Clinton; *Secretary and Treasurer*, H. E. Rockwell of Millbury; *Executive Committee*, J. H. Newton of Worcester, Nathaniel Eddy of Oxford, and H. L. Reed of Grafton.

ESSEX COUNTY TEACHERS' ASSOCIATION.

(From the Salem Gazette.)

"THE Sixty-Fifth meeting of this Society was held in this city, on Friday and Saturday last. The members assembled at Lyceum Hall on Friday morning, at 9½ o'clock, and were there welcomed by Messrs. H. J. Cross and R. S. Rantoul, in behalf of the School Committee of the city. Directions were also given to them by these gentlemen for visiting the different schools in the city, and persons were in attendance for accompanying them to these schools. The remainder of the day was occupied in these visits, and those of our school-rooms which attracted the greatest numbers, were thronged, some of them literally packed, with eager observers and listeners. It does not become us to express an opinion respecting the benefit of these visits to those who made them, but they were doubtless useful to our schools, in showing to the pupils the interest felt by others in their work, in quickening their own zeal, and in training them to self-possession in speaking before strangers. It had also an influence in awakening early in our children a spirit of observation and criticism, for we heard of remarks made by pupils in *primary* schools upon the unbecoming deportment of some of their visitors, in whispering, laughing, and even talking aloud, during recitations. Were the children quite unreasonable in expecting that teachers would set an example of order, and of the observance of school rules and proprieties? And are the community wholly wrong in supposing that Teachers' Conventions ought to be models in respect to punctuality, attentiveness, and entire freedom from disturbance?

"An excellent and truly practical lecture was delivered in the evening by Mr. H. L. Boltwood, Principal of the High School in Lawrence, upon "The Dangers incident to the Teacher's Profession." We wish we had room for some of the happy illustrations which he introduced in speaking of the dangers of injury to health, of one-sided development, of stunting mental growth, of dogmatism, of a spirit of petty criticism, of losing faith in human nature, and of being content with simply imparting book-knowledge instead of forming character.

"The meeting on Saturday was chiefly devoted to the reading of prize essays by female teachers of the County, and to the discussion of their subjects. Prizes have been awarded to the following ladies: Miss Mary B. Briggs of the Ipswich Female Seminary, Miss Josephine A. Ellery of the Salem Normal School, and Mrs. Electa N. Walton of Lawrence. The reading of the essays by Mrs. Walton and Miss Briggs on the "Best Method of Teaching English Composition" introduced a spirited discussion, which so occupied the time of the meeting that it was found necessary to defer the reading of Miss Ellery's essay, and the discussion of its theme, till the next meeting of the Association. The essays were so valuable, and so much satisfaction was expressed in this new mode of giving interest to the meetings of the Association, that it was decided to offer for the next meeting, two more prizes of five dollars each for the best essays, by female teachers in the County, upon the following questions, which had been proposed for the present meeting, but for want of time were not discussed: 'Why does study so commonly terminate with the school period, and what can be done to prevent this?' 'How shall the study of geography be rendered interesting to beginners.'

"Essays upon either of these subjects may be sent, we understand, to the Corresponding Secretary of the Association, Mr. T. G. Senter of Lynn, before the first of March, 1863. With each essay should be sent the name of the author in a sealed envelope, which will not be opened unless a prize is awarded. The authors of unsuccessful essays may reclaim them by applying personally, or through a friend, to the Secretary. An essay should not occupy more than fifteen minutes in reading. We hope that our ladies engaged in the work of teaching will benefit themselves and others by making a liberal response to this invitation.

"The President of the Association, Mr. J. A. Shores of Haverhill, presided at the meeting. Among those who took part in the discussions were Messrs. Walton and Boltwood of Lawrence, Rolfe of Cambridge, Hills of Danvers, Gage of Beverly, Batchelder of Lynn, and Burton (Rev. W.), Crosby, Russell (Rev. J. L.), Valentine, Warren, of Salem.

"Invitations to visit the rooms of the Essex Institute, Salem Atheneum, and East India Marine Society, were accepted.

"After resolutions of thanks to these Societies, the School Committee of Salem, etc., and the singing of Old Hundred, the meeting was adjourned.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THE Middlesex County Teachers' Association commenced its Nineteenth Semi-Annual Meeting at the City Hall, Charlestown, Oct. 24th, at 10 o'clock, A. M.

The President, George T. Littlefield of Somerville, in the chair.

Prayer was offered by the Rev. Mr. Miles. Ex-Mayor Sawyer, in behalf of the School Committee, extended a cordial welcome to the members of the Association.

The President responded, accepting the welcome offered, and alluded in a happy manner to the fact, that ten and a half years ago the Association held its first meeting where now it was assembled, and that though then its numbers were few, there was no want of confidence in its ultimate success, and that now, after wandering about through the various villages of the County, it had returned to its mother town, to find it had gathered much of intellectual and moral strength, as well as added to its influence. He then delivered a short introductory lecture, urging the importance of the active coöperation of each and every teacher, in order to accomplish the highest good of the cause. The young should attend, to gain the advantage of the experience of the older members of the profession, and the older to gather something of the enthusiasm of the younger spirits. He regretted that some master mind had not arisen from the ranks of the teacher's calling, to grasp its facts and form a science of teaching; which should be a sure chart for all who might enter the profession. He thought it high time that the strategy of successful school-keeping was discovered.

After an entertainment of some ten minutes, listening to the reading of the records of the previous meeting by the Secretary, Mr. T. W. Bancroft of Waltham, the Rev. Geo. H. Emerson of Somerville was introduced, who delivered a lecture, having for its subject "*The lack in the System of Public Education.*"

The lecturer giving the authoritative definition of the term education, called attention to four vital points contained therein. First, it implied a drawing out of the mind as distinct from imparting information; second, the drawing out of the mind as distinct from assuming that the mind will come out of itself; third, systematic, prescribed methods for the work, as distinct from the stimulus of accidental or incidental need; and fourth, the drawing out and training of all the powers, the moral not less than the intellectual. But neither in the educational system nor elsewhere is there a special provision for moral culture. Great moral good does indeed ensue, but incidentally, not as a necessary part of the work of education. And herein was the great lack. Certain theories deemed false were exposed, particularly the theory that intellectual culture is a substitute for moral culture. Intellectual and well-informed men are not necessarily moral men. Several historical examples were given by way of illustration. Our schools are not distinctively Christian; they recognize no special *authority* in morals. Such is the lack. The remedy was referred to the consideration of practical teachers.

The afternoon session opened with quite a spirited discussion upon the subject of the lecture. Messrs. Sheldon of Newton, Frost of Waltham, and Bates of West Cambridge dissenting from the position which they understood to be taken by the lecturer, while L. B. Monroe of Boston believed that his (the lecturer's) position was quite in harmony with that of his hearers, if he were rightly interpreted. At half past two o'clock the subject of the lecture was laid upon the table, and the question "*Ought Pupils to be detained after School for Study or Discipline,*" was very ably discussed by Messrs. Smith, Frost, Bement, Brigham, C. C. Chase, Hammond, Sheldon, Philbrick, Wetherell, Judge Ladd, and others. It was contended on the one hand that stopping beyond the school hours with pupils was exhausting to the teacher; that it was unpopular with parents, who failed to appreciate the well-meant efforts of the teacher; that it often begot in the pupil a disposition to see who could stop the longer; that it tended to discourage the pupil, and to give him a disrelish for school; and that punishment should be as open as the offence committed. On the other hand, it was submitted, that without some such punishment it was impossible to make as much progress; that some pupils need longer time to do a given amount of work; that it was clearly the duty of the teacher to sacrifice extra hours for the good of his pupils, if he would have high success; and that punishment administered privately was more effective.

At half past four o'clock this question was laid on the table, and that of "*Promotions*" was offered for discussion. Mr. Knapp of Somerville was the first speaker. He stated the usual plan of promotions to be to promote classes annually, dropping such individuals as are manifestly incompetent for the forward movement. He related his own experience of the difficulties attending this plan; said this system of class promotions carried with it, necessarily, a corresponding system of individual degradations; that the pupils degraded almost always felt they were dealt with unfairly; they were mortified, provoked, altogether dissatisfied with the arrangement that left them behind; they felt they were written before the school, *dunces*; and the discouragement that overtook them, helped them to sustain the reputation they felt they had acquired.

Every teacher's experience has taught him, that however well pupils may be classed to day, with reference to their qualifications, it will not be six months before

different members of the class will be very wide apart, and that system of instruction, that undertakes to cramp one and force another, cannot be the best adapted to meet the varying wants and individual capacities of the different members of our schools. He said he had overcome the difficulties of class promotions by adopting a system of *individual promotions*, and here submitted his plan of making them; and offered as the advantages of this method, that a pupil's promotion is made, not a question of time, but of industry. The time required for a course of study being adapted to the individual effort and capacity of each pupil, and not assigned as a compromise between talent and stupidity; the whole catalogue of complaints that attend the annual degradation is removed.

Mr. Sheldon objected to this method of individual promotions. He thought it secured a stretching process that must operate to the injury, physically, of a certain class of ambitious pupils of feeble constitutions; as he understood Mr. Knapp to say, he always promoted the individual that came out at the head of the class. He once promoted a boy of ambitious propensities, out of the regular order, and though he succeeded in getting the lessons of the next higher class, his health had since become very materially impaired by excessive study.

Adjourned.

A lecture was delivered in the evening by Dr. Guilmette of Boston. Subject: "*Vocal Physiology*." The Dr. presented his subject in such a manner that he made his lecture one of very unusual interest, though he was two hours in its delivery.

SATURDAY MORNING. The exercises commenced with prayer, by the Rev. Mr. Graves. After which Mr. Sheldon resumed his remarks upon the subject of promotions; said he thought Mr. Knapp's method would keep dull pupils forever behind; would prevent their securing a promotion; he thought it better that such pupils jump a difficult matter in their course of study, than dwell upon it till it was well understood. Mr. Knapp replied that he had found, in this plan of individual promotions, a *power* which should be used like every other power, with discretion. The trouble in the case cited by Mr. Sheldon, was not that it was an individual promotion, but rather that it was made without taking into the account the physical capacity of the pupil as well as the mental; that instead of keeping dull pupils always behind, this method of promotions offered such powerful inducements to work, that even the dullest caught a spirit of enthusiasm that removed study of its burdens, and secured them their promotion, in respectable season, without their being unfit to make them.

Mr. Dinsmore followed, supporting in the main the class system of promotions. He thought that system the more advantageous for dull pupils.

Mr. Wetherell urged that dull pupils made the abler men, and cited many historical instances in proof of his position. He could call to mind one case in particular, of a boy, a school-mate of his, that was very dull at school; never made any show of aptness to learn, that had since become one of the selectmen of the town, and a deacon of the church, and had held several other similar important positions of trust. Mr. Philbrick of Boston did not agree with Mr. Wetherell. He had often heard it said that Daniel Webster was very dull as a boy; such was not the fact; he was always a good scholar. Mr. Wetherell had related a few exceptional cases; he thought it nonsense to urge that the dull members of a school

made the abler men of a community. Altogether he seemed to entertain not the most profound respect for Mr. Wetherell's theory.

The last half hour was employed by Mr. Russell of Lowell, on the subject of Geometry. His remarks were in the highest sense practical, and a fitting close for this very interesting and instructive meeting. The meetings were largely attended throughout, and the interest unabated. The people of Charlestown opened wide their doors, and added very much, by their kindly welcome, to the material comfort of the members of the Association. Invitations to visit the State Prison, the Monument, and the Navy Yard were received and accepted.

K. L. E.

A CURIOUS BIRD.

A BIRD called the Agami, has been brought from French Guiana, and placed in the Paris Zoological Gardens. He is to the poultry yard what the dog is to the shepherd. He guards the fowls to the fields, watches them, checks their rambles, and brings them home in the evening; he presides over the food entrusted to his care, and will not permit the strong and the full-grown to take their share before the young and feeble get theirs.

This wonderful bird is well known to naturalists as the *Psophia crepitans*, or trumpeter, about the size of a pheasant, has long legs, a long neck, and a short drooping tail of twelve black feathers. It lives in flocks, can run like an ostrich, and when domesticated is a "pattern of fondness and fidelity." "It is jealous of its master's caresses," and will attack a dog if it comes near him. It will fight off any bird of prey that attacks the chickens. — *La Presse*.

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BOOK NOTICES.

THE AMERICAN JOURNAL OF EDUCATION. Edited by HENRY BARNARD, LL. D. December, 1862.

An excellent number and prompt in its appearance. A portrait of Ebenezer Bailey faces its title page. Its articles are *Samuel Appleton*, *Moral Education*, *Intuitional and Speaking Exercises*, *Ebenezer Bailey*, *William Ellery Channing*, *Study of the German Language in German Schools*, *Boston Latin School*, *Elementary Classical Instruction*, *Public Instruction in Modern Greece*, *A B C Books and Primers*, *Primary Instruction by Object Lessons*, *Normal School at Westfield*, *New Gymnastics*, *Boston Grammar Schools*, and *Educational Intelligence*.

THE ATLANTIC MONTHLY. — This popular periodical completes the present volume with a rich number. We see by the prospectus that the publishers are determined to maintain the high reputation it has already gained. The same staff of regular contributors, comprising the best poets and prose writers of the land are retained, and new writers of talent will be secured.

The January number will contain a *Christmas Story*, by the author of *Margret Howth*; *An Essay*, by Gail Hamilton; *The Record of a Gifted Woman*, by Nathaniel Hawthorne; *In the Half-Way House*, by J. R. Lowell; *Poems*, by O. W. Holmes, and J. G. Whittier; *A Letter to the Women of England*, by Harriet Beecher Stowe; *A Paper*, by Geo. W. Curtis; and other articles.

LECTURES ON MORAL SCIENCE. Delivered before the Lowell Institute, Boston. By MARK HOPKINS, D. D., LL. D., President of Williams College. Boston: Gould & Lincoln. New York: Sheldon & Co. 1862.

Although these lectures were written thirty years ago, they are as fresh and true now, as they must have been when first delivered. This speaks well for their author. Travelling and transient instructors will neither buy nor read them, but professional teachers will profit by studying this book. The publishers, as usual, have done their part to make the body of the work correspond to its spirit, for the type is clear and the paper excellent.

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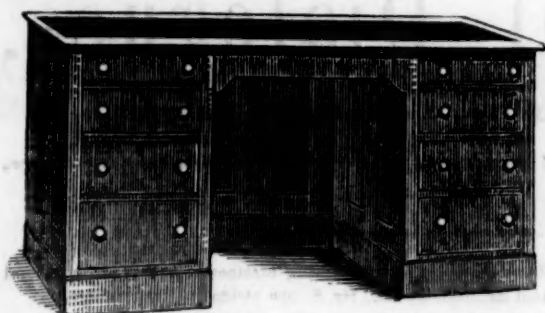
NAVY DEPARTMENT, WASHINGTON, Sept. 17, 1862.

J. T. LLOYD — *Sir*: Send me your Map of the Mississippi River, with price per hundred copies. Rear-Admiral Charles H. Davis, commanding the Mississippi Squadron, is authorized to purchase as many as are required for the use of that squadron.

Oct. '62.

GIDEON WELLES, *Secretary of the Navy.*

WM. G. SHATTUCK,
 MANUFACTURER OF
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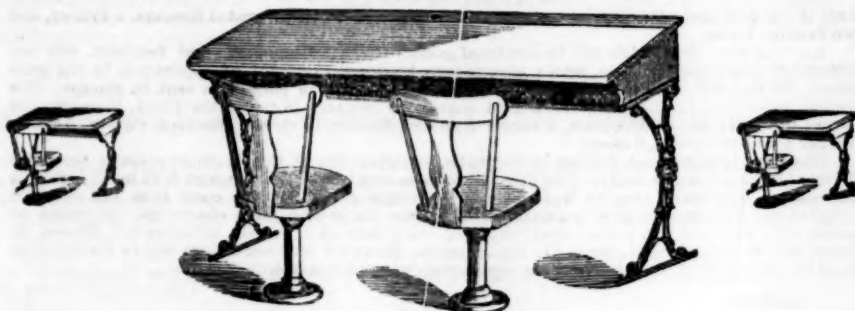
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☞ Copies of the Readers will be furnished *gratis* to School Committees and Teachers, who are desirous of examining the same, with a view to introduction into schools, on application to the publisher. Or they will be sent by mail, prepaid, when the amount of postage is sent in stamps. The postage rates are, on the Fifth Reader, 24 cents; the Fourth, 18 cents; the Third, 15 cents; the Second, 12 cents; and on the First, 9 cents; Standard Speller, 12 cents; Standard Primer, 6 cents; Smaller Standard Speller, 6 cents.

The New Lithographed Edition of Sargent's Standard School Charts (to accompany Sargent's Standard Readers) is now ready. The Charts are six in number, and each Chart is 22 by 28 inches in dimensions. The charts may be had either on six single sheets, as they come from the stone, or mounted on three large cards with a chart on each side. In sheets, these charts may be nailed or pasted, on a wall, and renewed at small expense, when defaced. The six lithographed Charts, in sheets, will be sent by mail, postpaid, for 75 cents. Mounted on Cards, they will be furnished at \$1.50 for the set, or 50 cents a card. An explanatory pamphlet goes with them.

Address :

JOHN L. SHOREY,

April, '61. — tf.

13 Washington St., Boston, Mass.

IMPORTANT UPON THE GEOGRAPHY QUESTION.

Letter from A. P. STONE, Pres. American Inst. of Instruction, and Principal of Plymouth High School.

PLYMOUTH, MASS., Nov. 28, 1862.

J. B. LIPPINCOTT & Co.: Please accept my hearty thanks for a copy of ALLEN'S PRIMARY GEOGRAPHY, received some time since. It is a gem, admirably adapted to interest young children and to give them correct ideas of the facts and elementary principles of Geography. Mr. Allen has done a good work in excluding from his book the mass of useless matter that too often encumbers our text-books in that branch. The simplicity and clearness of the language and style, and the beauty of execution which are so apparent in the work, render it very attractive to the young, and will do much to make the study of Geography pleasant and rational.

Very truly,

A. P. STONE.

Lippincott's Geographical Series.

BOOK I.

A PRIMARY GEOGRAPHY,

On the Basis of the Object-Method of Instruction;

Illustrated with numerous Engravings and Pictorial Maps. By FORDYCE A. ALLEN, Principal of the Chester County Normal School, West Chester, Pa. Quarto, 56 pp. Printed in Oil Colors. Retail price, 50 cents. Sent for examination, postpaid, to any teacher, on receipt of 25 cents.

STATE OF WISCONSIN,
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
MADISON, July 2, 1862.

MESSEURS. J. B. LIPPINCOTT & Co. Dear Sirs:—The little work on Geography, by F. A. ALLEN, which you were pleased to send to me, meets with my unqualified approval. The work itself is its own best recommendation. Its general introduction into our schools is certain. It occupies new ground, and of course comes into competition with no other work.

Very truly yours,

J. L. PICKARD, Supt.

One of the best evidences of the approval of the work here, is found in the fact that the Board of Education of this city, at the urgent instance of the teachers, *unanimously adopted it for use in all the Primary and Secondary Public Schools of this city.*

L. M. OVIATT, Superintendent of Instruction, Cleveland, Ohio.

BOOK II.

AN INTERMEDIATE OR COMMON SCHOOL GEOGRAPHY,

On the basis of the "Object-Method" of Instruction, embracing Physical, Political, and Mathematical Geography, and as far as expedient, Ancient and Modern History; philosophically prepared and arranged for Common Schools. By FORDYCE A. ALLEN. (In preparation.)

BOOK III.

SMITH'S NEW GEOGRAPHY,

Containing a concise Text and Explanatory Notes. Based on a combination of the Analytical, Synthesical, and Comparative Systems. With more than one hundred Maps, of Religion, Government, Civilization, Races, Countries, Roman Empire, Vicinities, Rain, Wind, Seasons, Isothermals, Solar System, etc., etc., and combining, with much new and valuable matter, many features not found in any other work of its class. By ROSWELL C. SMITH, A. M. Retail Price, \$1.00. Sent to teachers for examination on receipt of 62 cents.

BOOK IV.

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Or Geographical Dictionary of the World; a Teacher's and Pupil's Reference Book, containing a notice and the Pronunciation of the names of nearly one hundred thousand places, with the most authentic information respecting the Countries, Cities, Towns, Mountains, Islands, Rivers, etc., in every portion of the Globe; and a complete Etymological Vocabulary of Geographical Names. By J. THOMAS, M. D., and T. BALDWIN. Price, \$6.00.

The Gazetteer, being the basis of the other books of the series, and an invaluable aid to the teacher, will be furnished, for the use of teachers and schools in connection with the Geographies, at a very low price. Published by

J. B. LIPPINCOTT & CO., Philadelphia.

Dec. '52. — 2m.

COWPERTHWAIT & CO., PHILADELPHIA,
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These books were prepared by Professor SAMUEL S. GREENE, of Brown University. Their best recommendation is the fact that they are in general use as text books in the better class of schools in all parts of the United States.

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All the difficulties in orthography are so arranged and classified in this manual, that they may be easily overcome by the pupil.

Berard's United States History,.....	0.50
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This little manual is very differently arranged from the school histories in common use, and the attractive and pleasant style in which it is written, cannot fail to interest and instruct the learner.

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The above named books will be furnished for first introduction at **GREATLY REDUCED PRICES**, so that in many cases it will be even **MORE ECONOMICAL TO INTRODUCE THEM** than to continue using inferior works.

TEACHERS and **SCHOOL OFFICERS** intending to make changes in any of the above departments, and who wish to get the **BEST TEXT BOOKS**, are requested to examine these and compare them with contemporary publications.

Copies will be sent by mail on receipt of one-third the annexed prices, to prepay postage, or they will be furnished free of expense on personal application to the publishers, or to

DEXTER S. STONE, BOSTON, MASS.

Agent for Introduction — Office at Cyrus G. Cooke's Bookstore,

September 1862.

37 and 39 Brattle Street.

THE REVOLUTION IN BOOK MATTERS!

ANY CITY OR TOWN IN THE STATE OF MASSACHUSETTS, NOW USING IN THEIR SCHOOLS HILLARD'S SERIES OF READERS, OR WORCESTER'S SPELLER, AND THOSE INTERESTED IN EDUCATIONAL MATTERS, DESIRING ECONOMY IN THEIR EXPENDITURES, BESIDES ADOPTING A SERIES OF TEXT-BOOKS, NOW IN USE IN TWO-THIRDS OF ALL NEW ENGLAND SCHOOLS, WILL BE FURNISHED WITH TOWN AND HOLBROOK'S PROGRESSIVE SERIES, FREE OF EXPENSE, IN EXCHANGE FOR CORRESPONDING NUMBERS OF HILLARD'S OR WORCESTER'S SERIES. ALL COPIES NOW IN THE HANDS OF PUPILS, TEACHERS, OR MERCHANTS, INCLUDED.

HILLARD'S SERIES OF READERS, and WORCESTER'S SPELLER, (corresponding numbers,) contain a LESS number of pages than the PROGRESSIVE SERIES, and the retail and wholesale prices of the former are HIGHER, even in the corresponding numbers referred to.

In order to use Hillard's Series it is necessary to employ TWO EXTRA books, not found necessary in the adoption of the Progressive Series.

Comparative Size and Cost of both Series.

	Pages.	Net Price.	Retail Price.
Progressive Fifth Reader,	504	67c.	88c.
" Fourth "	384	50c.	75c.
" Third "	304	38c.	50c.
" Second "	208	25c.	30c.
" First "	112	15c.	20c.
" Primer,	64	10c.	13c.
" Speller and Definer,	168	10c.	13c.
Total number of pages,	1744	\$2.15	\$2.89

The Progressive Series has also a "SPEAKER," which book may be used in place of the Fifth Reader, if desired; the former contains more elocutionary matter and the latter more elementary exercises. Either book is intended for the "first class," and the net wholesale price to the trade is the same.

	Pages.	Net Price.	Retail Price.
Hillard's First Class Reader,	552	67c.	\$1.00
" Second " "	278	45c.	67c.
" Third " "	182	34c.	50c.
" Third Primary,	236	25c.	38c.
" Second "	120	17c.	25c.
" First "	72	12c.	18c.
Worcester's Speller,	180	17c.	25c.
Total number of pages,	1620	\$2.17c	\$3.23

☞ Total number of words in Worcester's Speller, **\$286.** Retail price, **25c.**

☞ " " " " " Progressive " **13911.** " " **13c.**

If to the above, we add the expense of Hillard's Fourth Class Reader, costing 28c. net, and sold to the child at 42c., and also add the additional cost of Worcester's Primary Speller, — 10c. net, and retailed at 12½c. to 13c., — we INCREASE the outlay, at the lowest figures, to 54½c., — making a difference in the two series, in favor of adopting the Progressive Text-books, of **88½ cents on each set of books used.**

We have called attention to the merits of the two series, in circular form, copies of which we shall be pleased to send, by mail, on application to

OLIVER ELLSWORTH,

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July, '02.

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The statistics of Schools show that no series of Copy-Books, in this or any other country, is so largely in use as PAYSON, DUNTON & SCRIBNER'S Penmanship, it having been extensively introduced in all the States, from MAINE to CALIFORNIA, and in the BRITISH PROVINCES.

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IMPORTANT CHARACTERISTICS OF THIS SERIES.

THE REVISION of several of the numbers every year.

THE BEAUTIFUL FINISH AND EASY APPEARANCE of the copies, being most perfect fac-similes of the authors' writing, representing a *practical style of Penmanship*.

SIMPLICITY, as it gives the *most natural* and the *most practical* forms of letters.

THE RAPIDITY with which it can be written.

THE GREAT BEAUTY, rendering the study of letters interesting to all.

THE SCIENTIFIC ARRANGEMENT of the copies, the PRINCIPLES being developed in *logical order*, and the LETTERS explained by such *gradual steps*, that the learner cannot fail to master them as they are taken up.

THE UNIFORM AND SUPERIOR QUALITY of paper, which is made *expressly for these books*, by the best manufacturers, of uniform weight, and of the best stock, equal in all respects to that used in the manufacture of the best *Congress Letter*.

ITS COMPLETENESS—being the *most full, complete, systematic, and comprehensive series* ever issued—comprising,—

1. TWELVE COPY-BOOKS, which include a regularly-graded system of instruction, commencing with the simplest principles and closing with a most beautifully finished hand. The various books contain a handwriting for gentlemen, one for ladies, with an ornamental book adapted to both, and also a book of Mercantile Forms.

2. A SYSTEM OF OBLIQUE LINES, for teaching the pupil the proper slope in writing.

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CROSBY & NICHOLS, PUBLISHERS,

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CROSBY & NICHOLS publish some of the best and most popular School Books now in use. Descriptive Catalogues of which, with recommendations, will be sent if applied for.

Oct. '62.

"EVEN EXCHANGE;"

OR

PROGRESSIVE TRUTH

VINDICATED!

A Reply to Messrs. Brewer & Tileston's late Pamphlet and Advertisement.

THE charge of "falsehood" so lavishly bestowed upon me on the part of Messrs. Brewer & Tileston, publishers of a rival series of Readers, would not, in its results, be very serious, even if such assertions should pass unnoticed. Too much notoriety has already been given to Hillard's Readers and Worcester's Spellers, by being brought in contact with meritorious works of a similar nature. The Progressive Books, by Town and Holbrook, gain nothing by such notoriety, as they are too well known to require the assistance emanating from a source, one prominent object of which is to keep "fresh before the people" the fact that Hillard's Readers and Worcester's Spellers are not yet out of print.

In their advertisement in the "Massachusetts Teacher" of November, present, and in a pamphlet, entitled "Truth Vindicated," appear articles over the signature of Brewer & Tileston, which neither do justice to myself nor reflect honor upon their authors. "Truth Vindicated" contains twenty-eight pages, twelve of which appear to be a eulogy on Hillard's Readers and Worcester's Spellers. The larger portion of the recommendations embraced therein, however, came from the State of Ohio. As it is my intention to offer *proofs* of my "assertions," in this reply to Messrs. Brewer & Tileston, I would respectfully refer those interested in the "increased popularity of Hillard's and Worcester's series" in Ohio, to Messrs. J. B. Smith & Co., of Cincinnati.

Now, turning my attention to the advertisement in the "Massachusetts Teacher," and presuming it is the intention of its authors to reprint it in other equally able Educational Journals of the day, I will call attention to the following table of comparative size and cost, given in the "Even Exchange" circular, (with such corrections as I hereafter refer to,) which

circular was issued by me, June 20th, though bearing date June 16th, 1862:

	No. Pages.	Wholesale.	Retail.
Hillard's First Class Reader,	552	.67	\$1.00
" Second " "	278	.45	.67
" Third " "	182	.34	.50
" Third Primary Reader,	236	.25	.38
" Second " "	120	.17	.25
" First " "	72	.12	.18
Worcester's Speller,	180	.17	.25
	1620	\$2.17	\$3.23

Correction.—To the Second Class Reader, 58 pages, and to the Third Class Reader 46 pages of "other matter" should be added; 40 pages of which are the same in each book. But after giving the series credit for these additions and repetitions, it will be seen that the aggregate number of pages is *still less* than in the Progressive Series.

Hillard's Series, to make it complete, has a Fourth Class Reader (price 42 cents), and a Primary Speller (price 13 cents), *in addition to the above-named books*, thereby requiring a greater outlay on the part of the pupil using this series, while nothing is gained by the study of such additional matter.

	No. Pages.	Wholesale.	Retail.
Progressive Fifth Reader,	504	.67	.88
" Fourth " "	384	.50	.75
" Third " "	304	.38	.50
" Second " "	208	.25	.30
" First " "	112	.15	.20
" Primer,	64	.10	.13
" Speller and Definer,	168	.10	.13
	1744	\$2.15	\$2.89
Total number of words in Worcester's Speller,			8,286
" " " " Progressive " "			13,911

We have here shown that the *corresponding* books, alone, of the Progressive Series contain more pages than Hillard's and Worcester's Series, while the latter *two* are much more expensive; and, if we add the *extra* cost of the two books above named, we have the unne-

cessary sum of *eighty-eight cents* to be expended for every set of Hillard's and Worcester's Series. The comparison between Worcester's and the Progressive Speller is significant; the former, containing only 8,286 words, costs *twenty-five cents*, retail, and the latter, containing 13,911 words, (all *common* words in the language), costs *thirteen cents* retail.

It is shown by the preceding table, that the sum of *two dollars eighty-nine cents*, the retail price of the Primer, First, Second, Third, Fourth, and Fifth Readers and the Speller, is the total expense to which the scholar is subject in the adoption of the Progressive Series.

I quote from the "Teacher:"—"Mr. Ellsworth introduces into his table the Progressive Speaker as an optional book with the Fifth Reader, but excludes its cost from the table of prices."

O consistency! Will Messrs. Brewer & Tileston have the candor to give the Progressive Series due credit for the number of pages the "Speaker" contains, if they intend to include it in the table of prices? Our table neither shows the number of *pages*, nor includes the *price* of the "Speaker." Every one knows, that where the Fifth book is in use, the Speaker cannot be, since both books are intended for the most advanced class in school, their use being optional with the teacher.

It is a *slight prevarication* on the part of Messrs. Brewer & Tileston, when they say, "It is not necessary to use the two extra books embraced in Hillard's and Worcester's Series (*viz.*, Hillard's Fourth Class Reader, costing *forty-two cents*, retail, and Worcester's Elementary or Primary Speller, costing *thirteen cents*, retail,) for these books can be omitted, as they generally are," etc. I shall show this last quotation, however, to be *nearer* the truth than any other portion of their misstatements. Now, these two books must have a meaning; they must have been intended for *something*; and they should fill a space no other books of Hillard's and Worcester's Series can, to be of any practical use. One is the pivot book of a series of readers, leaving a broken link, if omitted; the other is a Primary Speller, without which (in country schools especially) Worcester's large Speller (retailing at *twenty-five cents*, while it contains only about half the number of words embraced in the Progressive Speller, which retails at *thirteen cents*) cannot be successfully used.

The fact that schools are "not graded," is no reason why the scholars should not have the full benefit of all the matter to be obtained in the adoption of a well-graded series of textbooks. Country schools, because they are "not graded," we are led to understand, or may plainly infer, do not receive the full benefit of Hillard's and Worcester's Series in their adoption. This is not the case with the Progressive Series; and hence the great success

of these well-graded and practical books — books issued about the same time as Hillard's Series, yet numbering in their adoption twenty towns to Hillard's one. As I propose to give proof, my introductory Ledger, with accounts settled and unsettled, and my reports, received from various towns within the last six months, are at the service of any one doubting my statement.

Messrs. Brewer & Tileston, in their eager efforts to swell the size of their books, have resorted to counting the *blank or fly-leaf* of one of their Readers, and of twice taking into their account of "Other Matter," *forty* pages of Hillard's Third Class Reader, for the same forty pages, word for word, are repeated in Hillard's Second Class Reader, a higher book of the series.

And this is not all. These introductory exercises, most of which are *twice* repeated in the series, having neither form, comeliness, nor practicality, may, perhaps, be found quite as useful in the hands of pupils as so many pages of Latin, Greek, or Choctaw, to merely English scholars.

The "other matter," referred to in Hillard's Series, will be found, on examination, to be composed of material very properly classed under that head; and it most conclusively shows the author's *impractical* ideas of what is one of the indispensable requisites in a series of Readers for school use.

In the preface of the "Third Class Reader," it is taken for granted that some *teachers* will not understand this "other matter;" and well may such apprehensions arise, for it evidently is too obscure and unintelligible even on the subject of Orthoepey, the *only* subject presented in any number of the series, to be of benefit to a teacher who knows but little of the subject; and it is equally useless to one who thoroughly understands it, because it is for the most part altogether impractical. What, then, shall be said of its adaptation to Third or Fourth Class readers, children of ten or twelve years of age, for whom it is designed?

Now, while the subject of Orthoepey should have been more briefly and familiarly treated, exercises in the other departments of elocution ought not to have been omitted. The justice of this criticism will be obvious from the following extracts:

Page X. "The *indefinite* and *extendible* elements are sometimes called *CONTINUANTS*; and the *abrupt*, *EXPLODENTS*."

Page XI. "The *abrupt subtonics*, when fully articulated separately, have, at the precise moment after the *occlusion* is suddenly broken, a short and obscure vocal sound, which is called a *vocule*."

Page XV. "The *vocule* of an *atonic* should not be made vocal; nor that of a *subtonic overdone*."

In the Progressive Series, Messrs. Brewer & Tileston ignore *eighty* pages in the Third Reader, *one hundred thirty-six* in the Fourth, and *two hundred fifty-four* in the Fifth, em-

bracing in all every department of elocution, and THREE HUNDRED PAGES of peculiarly appropriate and illustrative reading-matter, all of which, according to their judgment, comes under the head of "other matter,"—thus modestly offsetting in their table the most valuable portions of the three higher books of the Progressive Series, by frankly acknowledging, but at the same time attempting to hide the *deficiency* in Hillard's Series, in which they claim only *ten* pages of "other matter" in the First Class Reader, *fifty-eight* in the Second, and *forty-six* in the Third. The want of "other matter," embracing all the departments of elocution, practically arranged and illustrated, the groundwork of every practical and *successful* series of Readers, is *one* of the *many weak* points in Hillard's Series.

As one evidence of a "sorry confession, relative to changes made in Hillard's Readers," on the part of Messrs. Brewer & Tileston, I offer the fact that the author has expunged from the late editions of one Reader a certain objectionable piece. I refer to his selection of "Midshipman's Pranks."

The exclusion, also, of a certain sectarian piece, entitled "The Three Friends," may or may not offend a few individuals interested in the success of Hillard's Series; while no one would be surprised if the omission of the Roman Catholic piece of poetry should create opposition in another direction.

The only happy medium, gentlemen, is to let such subjects entirely alone, giving heightened moral and practical lessons, and carefully excluding from your books all pieces from which inferences of a vulgar character are sure to be drawn. I care not where such objectionable pieces may be found, whether in the writings of American or English poets. Much as I admire the writings of Shakspeare and other authors referred to in your "Truth Vindicated," allow me to say, that the "figures" I referred to in my "Even Exchange" the authors have drawn from *real life*. It matters not how little or how much the writers may have embellished the back ground, they have accomplished one object in a masterly style; and there is no "dishonesty, and fitful, fraudulent trickery," in perceiving the *idea* such figures will *unavoidably* suggest.

In the construction of sentences, Hillard's Readers are still open to criticism (as many of the sentences can not be properly reconstructed without making new plates), notwithstanding the alterations made in the late revision of the series, in which over one hundred *grammatical, sentential* and other errors were corrected, in accordance with the suggestions made in the "Critic Criticized," and published by Bazin & Ellsworth more than three years ago, *in reply to a criticism* on one of their publications.

"In the matter of price," says the "Teacher," "It is an established custom of publishers to give *nominal retail prices* fifty per cent. in advance of the wholesale prices. This may be called the *catalogue retail price*; but it is well known that the *actual retail price* of school books is always much less than the catalogue price. Yet Mr. Ellsworth has the disingenuousness to give the *catalogue price* of Hillard's Readers, and the *actual retail price* of the Progressive Series."

Your very "Truth Vindicated," Messrs. Brewer & Tileston, contradicts your assertion. See pages 17, 18, and 19.—"A First Class Reader by George S. Hillard, 12 mo., 528 pages (a few pages have since been added.) Price \$1.00, &c., &c."! *I copied from the publishers' catalogue the wholesale and retail prices of each series*, and yet you claim that your retail price, after all, is *only 88 cents*.

You have attempted to draw off attention to this fact, by showing how many pages of reading and "other matter" Hillard's Series furnishes for "*one cent*." My "catalogue," "nominal," and "actual retail price," is the price I publish to the world, and the *only* price I charge for my books at retail. I have never deceived the pupil or the parent by giving "nominal" prices to enrich the merchant. Messrs. Brewer & Tileston may make such discounts to the "trade" as they choose; this will not protect the pupil from imposition. The following proof of this *error* will, I trust, be satisfactory to every one:—

BOSTON, Nov. 1, 1862.

OLIVER ELLSWORTH, Esq.

Dear Sir:—In answer to your inquiry as to what is considered the *retail price* of a book, I would say, that I understand the retail price of any book to be that which the publisher of the book puts in his catalogue or "trade list" which he issues for general distribution and guidance, in juxtaposition to the wholesale price; and it is so considered by the "trade" everywhere. If it were not so, why publish these catalogue prices? What do they represent when a long and short price is given in a circular or catalogue, but wholesale and retail prices!

Reference to the catalogues of Messrs. Harper & Bros., Lippincott & Co., D. Appleton & Co., Ticknor & Fields, Little, Brown & Co., R. S. Davis & Co., Gould & Lincoln, Ivison & Phinney, Brewer & Tileston, and, in fact, the catalogue of every publishing house in this country shows this fact.

(Signed) WILLIAM LEE,
Formerly, PHILLIPS, SAMPSON & Co.
Late, CROSBY, NICHOLS, LEE & Co.
Present, LEE & SHEPARD.

I know no other retail prices for my books than those charged in my circular, the object of which is to prevent exorbitant charges, as the general tendency is to exceed the *ordinary price* in this respect. In the opinion expressed by Mr. Lee I cheerfully concur.

(Signed) JOHN L. SHOREY,
Publisher of Sargent's Standard Series.

We consider our published retail prices, contained in our catalogue, the *usual prices* at which our publications should be furnished to scholars.

(Signed) CROSBY & NICHOLS,
GOULD & LINCOLN.

I consider the statement, as made by Mr. Lee, entirely correct.

(Signed) F. A. BROWN.

The undersigned, publishers of Greenleaf's Series of Mathematics, fully concur in the opinion expressed by William Lee.

(Signed) ROBERT S. DAVIS & CO.

We coincide in the opinion expressed by William Lee.
(Signed) CROCKER & BREWSTER.

Such an array of testimony as the above should convince every recipient of a copy of "Truth Vindicated," that something more than B. & T.'s mere *assertions* will be necessary, hereafter, to satisfy the public. But, in the purchase of Hillard's and Worcester's books, let school committees demand "*fifty per cent. discount*" from Messrs. Brewer & Tileston's "nominal," "catalogue," "retail prices," and merchants and booksellers "govern themselves accordingly."

From the advertisement in the "Teacher," again:—

"Indeed, Mr. Ellsworth states some of his prices less than they actually are. He gives the Progressive Speller at 13 cents retail, while in many places it retails at 17 cents, and very rarely less than 15 cents.

If the Progressive Speller retails at 15 or even 17 cents, after my publishing to the world that the price is 13 cents, I can only say, that pupils get much nearer a full equivalent for their money than when they purchase Worcester's two spellers, retailing at 38 cents, or even his large speller at 25 cents, for they get a book containing *more of the essential elements* of a good speller, in a much higher perfection. The wholesale price of the Progressive Speller is also exceedingly low, when compared with Worcester's, since it contains nearly double the number of words embraced in Worcester's large book, and sells for about one-half the price.

The little time allowed me for reply to the *two efforts* of Messrs. Brewer & Tileston, that have just made their appearance, is one apology for not going more fully into the proof of the declarations contained in the "Even Exchange" circular, *every one of which is true*. Mr. Swan knows that he has many times acknowledged the fact, that he is the author or compiler of the Primary books of Hillard's Series.

Let us quote Mr. Swan's letter, and compare the same with the evidence hereafter presented.

"BOSTON, Sept. 24, 1862.

"In relation to the statement purporting to be made by Oliver Ellsworth, in regard to Hillard's Readers, so far as it relates to me, I have to say that it is wholly false. The charge is not only untrue in itself, but the statement that the 'facts in regard to the use of Mr. Hillard's name came from' me is also false.

(Signed)

"W. D. SWAN."

Mr. Hillard, in his letter to Messrs. Swan, Brewer & Tileston, under date of July 3, 1862, says:

"There is something flattering to one's self-love in the impression that my name is worth buying; but I cannot rest silent under the charge of having been base enough to sell it. . . . The readers in question were compiled *exclusively by me, with the exception of the Introduction on Reading, Enunciation, and the Training of the Vocal Organs, which appears in the Second, Third, and Fourth Class Readers, etc.*

(Signed)

"G. S. HILLARD."

I certainly wish to do Mr. Hillard no injustice. What I have stated in my "Even Ex-

change" is founded not only upon my conversation with Mr. Swan, as stated, and the evidence of others who have conversed on the same subject with both of the above-named gentlemen, but on the evidence of those who, when this question of *veracity* comes before a proper tribunal, will convince Mr. Hillard and Mr. Swan that the assertions made on my part had their origin in *acknowledgments which they themselves have made*. I therefore *retract nothing*, reserving my chief evidence for a future occasion, trusting that the following proof will assure those who have received my former statements, that I have been strictly truthful in making the same.

The "flattery" which Mr. Hillard's "self-love" may have experienced by such assertions, is very properly confined to the individual himself; and the "silence" now broken, on his part, under the charge of "having been base enough to sell" his name (this is his language, not mine), gains nothing for his cause by the defense made, either by himself or one of his former publishers. Such statements fall to the ground when tested by the strength of evidence, and that, too, on the part of one so well-known throughout the country. Therefore, no eulogy from my pen is necessary to sustain the high social and Christian character enjoyed on the part of the Rev. Mr. Tilton. This is but one of many witnesses I have in my power to present; but this, alone, is sufficient to fully sustain the assertions referred to.

"BOSTON, Nov. 8, 1862.

"MR. OLIVER ELLSWORTH.

Dear Sir: In reply to your favor, regarding a *personal* interview I had with the Hon. George S. Hillard, allow me to say, that at the time Hillard's Series of Readers was being compiled, I called upon Mr. Hillard, and incidentally referred to the books in question, calling his attention to Webster's orthography as being the standard, and generally adopted throughout the country, at the same time asking him if it would not be to his advantage to adopt the Websterian orthography. Mr. Hillard remarked that he had nothing to do with that matter; that he was *only aiding Mr. Swan in compiling the Readers*, and that he did not know he should have any thing to do with the series beyond the books then published.

"Yours truly,

D. TILTON."

From Messrs. Brewer & Tileston's "TRUTH Vindicated":

"A correction of SUNDRY FALSEHOODS and MISREPRESENTATIONS in a circular signed by OLIVER ELLSWORTH, and addressed to SCHOOL SUPERVISORS, COMMITTEES, and TEACHERS of the State of Maine."

"The following letter, corroborating the above, (Mr. Tilton's testimony) will settle the matter regarding the statement alleged to have been made" by MR. ELLSWORTH:—

"— November —, 1862.

"OLIVER ELLSWORTH, Esq.

Dear Sir: In reply to your letter of the — Inst., I would say that I cannot recall *precisely* what Mr. Swan said about Hillard's Readers. My impression is that he said that he himself prepared several of the lower books of the series, and that Mr. Hillard had nothing to do with the preparation of the series except with *one or two* of the higher books.

"I have no wish in any way to become involved in this controversy. Yours respectfully,

— — — — —"

I, Oliver Ellsworth, of the city of Boston, Publisher, on oath declare and say, that the above is a true copy of a letter received by me from one of the most prominent educational men of New England. I withhold the name of the writer on account of the wish expressed by him in the letter itself.

OLIVER ELLSWORTH.

I hereby certify that the above is a true copy (except the omission of date and signature) of the original letter as compared by me this day.

November * 1862.

(Signed)

W. W. COWLES,
Notary Public.

"Truth Vindicated" is a worthless apology, —avoiding the question at issue, or else elevating old ones in such forms as to be easily stripped of their disguise.

Messrs. Brewer & Tileston publish the vote of the Boston School Committee in reference to the "Progressive Speaker" (by D. B. Tower), by which a few books of that number of the Progressive Series, then used in a few of the East Boston schools, have been displaced by Hillard's First Class Reader. But they do not inform the public, that within the past year the Hon. William D. Swan, then one of the publishers of Hillard's Series of Readers, called upon D. B. Tower, of this city, author of the "Progressive Speaker," to engage his hand and employ the workings of his brains to revise his (Swan's) old Readers.

If Mr. Swan's ideas were very exalted in regard to the practicality of Hillard's books, why not employ the gentleman who has lately announced that he "alone is responsible for the contents" of Hillard's Readers as they *originally appeared*? What did Mr. Hillard say soon after the "Critic Criticized" was issued? Not until the corrections had been made in his Readers to the extent of adopting nearly every suggestion found in the "Critic," and not until sufficient time had elapsed since its issue to bring about a general change in the appointment of *new* men as members of school committees in various towns, has Mr. Hillard been heard from; neither have the publishers, so commendable for their sagacity, until now, attempted a reply.

Have Messrs. Brewer & Tileston informed those who have been the favored recipients of a copy of "Truth Vindicated," as well as a copy of the "Teacher" referred to, that Dr. Brewer, a member of that "firm," is a member of the Boston School Committee? Has any notice been given that the Boston schools, in using Hillard's books, follow the orthography of Worcester's Dictionary, and that the "firm" of Brewer & Tileston are the publishers, also, of this late revision of Walker? Do they publish, in vindication of "Truth," the fact of my never having called on a teacher, member of the School Board, or parent of a pupil attending the Boston schools, or that my agents, or the authors of any book I publish, have never done so, to ask that the Progressive Speaker might be retained? Do Messrs. Brewer &

Tileston give notice that the books of the Progressive Series follow Webster's orthography, the acknowledged standard throughout this country, and would be in *this city* were it not for *local* influences constantly at work? But enough of this.

The general plan of Messrs. Brewer & Tileston is —and so, too, it has been the custom of the preceding "firm" — to obtain the privilege of having their publications entered upon the list of books *permitted to be used by teachers* in a town, and then to announce this as an adoption, "either in part or whole, of Hillard's Series." I refer more particularly to the schools of the city of New York, in which Hillard's books cannot be found, probably, in more than one school out of a hundred. Any books may thus be added to the "list" by publishers making application. Hillard's books *were partially* adopted by the schools of Philadelphia, and *displaced almost immediately*.

While stating that Hillard's and Worcester's Series are "increasing rapidly," Messrs. B. & T. are careful not to announce that they are *decreasing* still more so. They refer, in various circulars, to Cleveland, New Orleans, Hartford, New Bedford, Manchester, Biddeford, Fryeburg, Bangor, and many other towns, as using Hillard's or Worcester's Series, while scarcely a book of either kind can be found in their schools.

On the twenty-first page of Messrs. Brewer & Tileston's pamphlet, David Worcester, Esq., Superintendent of schools, Bangor, Maine, a relative of the *author* of Worcester's Dictionary and "nominal" author of Worcester's Spellers, gives his approval of Hillard's Series; and, from his recommendation, some persons would naturally suppose those books are now in use in the schools of that city. Hillard's "First Class Reader," the only book of the series ever authorized by the school committee of Bangor, has been lately displaced by the adoption of the "Progressive Speaker;" while Worcester's Speller has been discarded altogether, and the Progressive Speller, in connection with the Progressive Series of Readers, is now in general use in the schools of Bangor.

"Our pamphlet," says the "Teacher," "is worth sending for, if for no other reason than to show the merits of the individual who sets himself up as the critic of Shakspeare, Longfellow, Tennyson, Browning, and Hillard."

That Mr. Hillard is not beyond criticism, will be readily seen by sending for a copy of the "Critic Criticised," or Key to Hillard's Readers *as they originally appeared*. "Our pamphlet," also, "is worth sending for, if for no other reason than to show the merits," etc. Who does not know that there are many passages in Shakspeare not exactly suitable for a school reader? Why do the publishers of Hillard's Readers avail themselves of the many corrections pointed out in the "Critic Criti-

cised," and yet call me to an account for so kindly suggesting them?

In regard to the "vote of the New Hampshire Board of Education," I need only say, that it adopted *all* the books of the Progressive Series necessary for the use of the common schools of the State. Few books, comparatively, higher than the Progressive Fourth Reader, ever find their way into the *common* schools of New England.

In reply to B. & T.'s statement in reference to "Vermont," I will simply remark, that the Board of Education, in adopting the Progressive Series of Readers, could not adopt the Speller, as only a few pages had been electrotyped at the time the decision was made; and therefore the "Vermont Speller" was adopted. The Progressive Speller, however, has since found its way into many of the towns of the State. Worcester's Large Speller was also adopted for High schools, but has since been found to be too impractical in its arrangement, and much too expensive, for use.

Maine has now the Progressive Series in use in nearly every town. Massachusetts is divided between the Progressive Series, Sargent's, Town's old, Lovell's, Tower's, Russell's, and a few of Hillard's. Connecticut and Rhode Island are divided in nearly the same proportion as Massachusetts, with Hillard's little in use.

The schools of Providence, Rhode Island, announced as having adopted Hillard's Series, have always used more books of the Progressive Series than they have of Hillard's. Portions of both series were adopted; but many teachers have discarded Hillard's, *even preferring Shakespeare* to the compilation of his distinguished Boston compeer. Messrs. B. & T. also claim that Hillard's and Worcester's books are in general use in several other towns, viz: Portland, Augusta, Richmond, Thomaston, Wiscasset, Waldoboro', etc., in some of which only *one book* of the series is used, while in others but a *partial* introduction of the series has been made, on account of a recent vote of the school districts suspending the *further introduction of Hillard's books*.

Such is the state of book matters in New England. And since Messrs. B. & T. have referred to the "increased use of Hillard's Series," as being the motive for my issuing the "Even Exchange" circular, and in the same breath declare that their books are not so "unpopular and declining" as to induce them to make any "wholesale offers of even exchange" (see advertisement in Massachusetts Teacher, November number, 1862,) it will not be unbecoming in me, I trust, to present proof of previous assertions on my part. The following are specimens of many letters recently received.

BELFAST, ME., June 14, 1862.

Dear Sir:

"Mr. Joslyn, one of the Committee of Camden, is an agent for Hillard's Readers. He came here and offered to

put Hillard's into the entire city at *even exchange*, book for book, new books for all the old, (this offer undoubtedly included Worcester's Speller in exchange for the Progressive Speller), but though he came, as he supposed, to make the change without any opposition to such a remarkable offer, he found he had arrived at the wrong place entirely. He told me, also, that he should *offer to give his new Readers for the Progressive*, no matter how much worn, to every school in this county.

"The result is, that although Mr. Joslyn worked hard, and is still at it, he has not carried a single town yet, nor will he, in this county. Yours truly, J. S. NOTES."

This extract from Mr. Noyes conclusively shows that Messrs. Brewer & Tileston, through their agent, Mr. Joslyn of Camden, Me., actually made "*wholesale offers of even exchange*" in Waldo County, *before the issue of "Even Exchange"* circular by me, which circular is dated June 16th, but was not made public till June 20th, 1862.

WILTON, MAINE, Nov. 3, 1862.

MR. ELLSWORTH.

Dear Sir: * * * We can have Hillard's Readers and Worcester's Speller put into all our schools at "*even exchange*." I prefer your Readers and Speller (meaning Town and Holbrook's) although I am obliged to pay for them. Respectfully yours, J. R. EATON.

In the following named towns, the "increased" use of Hillard's and Worcester's Series appears to have been seen through a *reflector*:

WATERBORO', ME., Nov. 6, 1862.

The Committee of this town voted *unanimously* to adopt the Progressive Series in the place of Hillard's, now in use. (Signed) S. K. HAMILTON, Chairman.

MATSVILLE, ME., Aug. 25, 1862.

We have authorized the use of the Progressive books in the schools of this town, in place of Hillard's Series. (Signed) T. M. RICHARDSON, Supervisor.

MONTECELLO, ME., Nov. 3, 1862.

We have authorized the use of the Progressive Series in place of Hillard's and Worcester's. (Signed) C. STACKPOLE, } Com.
C. S. PITCHER, }

PRESQUE ISLE, ME., Nov. 3, 1862.

We have authorized the use of Town and Holbrook's Series (Progressive) in all the public schools of the town, in place of Hillard's. (Signed) MOSES ROSS, } Com.
D. B. PIKE, }
D. STICKNEY, }

THOMASTON, ME., Aug. 20, 1862.

* * * We have decided to adopt the Progressive Readers, by Town and Holbrook, in place of Hillard's, now in use. (Signed) C. PRINCE, Chairman.

MANCHESTER, N. H., Oct., 1862.

* * * The School Board of this city authorized the adoption of the Progressive Speller in place of Worcester's. We shall require from fifteen to eighteen hundred. The Progressive Readers are in use in all of our schools, giving entire satisfaction. (Signed) J. O. ADAMS, Supt.

STONINGTON, CT., Jan. 20, 1860.

At a meeting of the Board of School Visitors of the town of Stonington, holden at the house of Elder S. S. Griswold, Jan. 20, 1860, for the purpose of examining school books with reference to their introduction into our district schools, it was voted,—

1. That there are *serious objections* to the further use of Mr. Hillard's Readers in our schools.

2. That we approve of Town and Holbrook's Progressive Series of Readers and their Speller, and recommend their introduction into our schools as soon as practicable.

3. That those of Hillard's now in the schools be exchanged for Town and Holbrook's. S. S. GRISWOLD, Chairman of the Board of Visitors.

The names of forty-one other towns, all in New England, where school committees have come to similar conclusions, during the past

three months, can be given, if desired, to show the "increased popularity of Hillard's and Worcester's Series;" while I challenge B. & T. to publish the names of over three towns, in which the Progressive books have been displaced within the past six months by the adoption and introduction of Hillard's and Worcester's Series.

Messrs. B. & T. must adopt some other mode than "guerrilla warfare," if they would be successful in their present vocation. Until then, the author of "Even Exchange" "will be happy to correspond with committees and teachers" who are desirous of getting rid of "poor books foisted upon towns by importuning agents," among whom the following is a fair specimen:

PORTLAND, ME., June 9, 1862.

Friend ——. I understand the "firm" of Bazin & Ellsworth have *smashed*, and that they will not be likely to come up to the letter of their agreement in exchange of Readers. If they do not, you are under no obligations to them. I think you had better let the Progressive slide. I will furnish you Hillard's and Worcester's on *EVEN EXCHANGE*, if you desire it. * * * I think you would find it to your advantage to take our Readers, or at least not to take the *Progressive*.

(Signed)

GEO. N. JACKSON.

In my estimate of the total number of pages in Hillard's Readers, an error was inadvertently made in not including the introductory or "other matter" in two books of the series. The number of pages was taken from the last page of each book of both the Progressive Series and Hillard's. The author of the latter, however, it seems did not, for some reason, consider the introductory or "other matter" — which, he *admits*, was prepared by another person — worthy of enumeration with the reading-matter, and hence my mistake. But even with this "other matter," and the *blank leaves* included, the corresponding numbers of the Progressive Series contain *more* pages than Hillard's, and, when used, are a saving of *eighty-eight cents* on each entire set of the books.

It will at once occur to the school committees and teachers of New England, that Messrs. B. & T.'s pamphlet, and their advertisement in the "Massachusetts Teacher," made their appearance at a moment when the authors supposed it impossible for any refutation of their misrepresentations to be prepared, or any vin-

dication of "Progressive assertions" made, in time for distribution previous to the opening of the winter schools. However this may be, I am thankful that the question at issue does not depend upon the statements and denials of Mr. Hillard, Mr. Swan, or Messrs. B. & T., but upon the *comparative merits of the two series*, which have been rivals for public favor from infancy to manhood. The Progressive Series, in keeping with its title, has been constantly growing in favor with the people, and, within the last twelve months, has so rapidly "increased in popularity," that it has nearly or quite doubled its previous yearly sales.

I regret the necessity of again appearing before the public in self-defence. But having been personally attacked, and accused of making statements "unqualifiedly untrue," in Messrs. B. & T.'s circular, just issued, "I could not rest silent." And I regret still more, that a full and complete vindication of "truth," on my part, seemed to demand a somewhat personal reply.

The Board of Managers of the "Massachusetts Teacher" having restricted *me* to the use of words, such as "error" and "prevarication," in place of more significant terms adopted by Messrs. B. & T. in their advertisement, I would simply apologize to the public, by saying such mild expressions are far from my choice, nor do they properly convey the full meaning I elsewhere express. Attention is therefore called to "Progressive Truth Vindicated," in *pamphlet form*.

With all the preceding facts before the public, sustained as they are, on my part, by the most *unquestionable* testimony, I am quite willing to let every unprejudiced reader decide for himself whether "a gratuitous and unprovoked attack" has been made upon Messrs. B. & T. in the "Even Exchange" circular (or any other ever issued by me), or whether it contains a single "fabrication," or a single "accusation" in which "there is no truth whatever, not even the smallest shadow of truth;" and here I leave the question for the present.

OLIVER ELLSWORTH.

BOSTON, Nov., 1862.

Something New for Teachers.

What Teachers and all interested in Schools have long needed!!

A place where everything used in the school-room can be obtained in quantities to suit the wants of purchasers. The subscriber is prepared to supply for cash, any of the articles made by the Holbrook School Apparatus Co., of New York and Chicago, consisting of School Furniture; Philosophical, Astronomical, Optical, and Mathematical Instruments; Globes; Maps; Charts; Noiseless, Drawing and Primary School Slates; Standard Educational Works; Writing Inks, etc. Teachers are invited to call and examine samples of the above articles at No. 13 Water St., up stairs.

Catalogues may be obtained, containing a list of all the above articles, at the store.

ORRIN N. MOORE.

MOORE'S IMPROVED SCHOOL INKSTAND.

PRICE \$2.50 PER DOZEN.

FROM an experience of ten years in teaching in our Public Schools, we have been strongly impressed with the need of an Inkstand which should meet the peculiar wants of the school-room. All the School Inkstands now in use are very imperfect. They expose too large a surface of ink to the air, thereby causing rapid evaporation. The covers do not shut tightly, so that dust and evaporation soon render the ink thick and impure. Most of them open with a hinge, or cover, turning on the top of the desk, which is constantly getting out of repair.

MOORE'S IMPROVED SCHOOL INKSTAND obviates these objections, by the simple movement of one circle upon another, with corresponding holes in each. By the revolution of the upper circle in one direction, the Inkstand is opened, and by a revolution in the opposite direction, it is closed. It has a raised surface round the hole on the lower circle, to prevent the dust from getting into the ink, also to keep the cover from sticking, and make it air tight. Instead of lining the Inkstand with glass, as those now in use are lined, we coat or japan the inside with a preparation which will not be affected by the ink. In the construction of this Inkstand, we claim to have met a peculiar want of the Public Schools. We think it will commend itself, on the score of economy, as an Ink Preserver.

HENRY MOORE, A. M.

The manufacturers of the above article, would invite the attention of Teachers and School Committees to the following testimonials in favor of this Inkstand:

From the State Superintendent of Public Schools of New Jersey.

STATE OF NEW JERSEY, DEPARTMENT OF PUBLIC INSTRUCTION, Newark, Feb. 17, 1862.

MR. MOORE, — Dear Sir: My opinion of your Improved Inkstand accords entirely with that expressed by yourself and other gentlemen whose names I find in your printed circular; and it gives me pleasure to recommend it to teachers and school officers, believing that it will answer the purpose for which it is intended.

Yours respectfully,

F. W. RICE, *State Sup't of Pub. Schools of N. J.*

CAMBRIDGE, Aug. 30, 1861.

I have examined Mr. Henry Moore's School Inkstand, and I am glad to say that it unites simplicity of construction and convenience in using, in a remarkable degree. Were I a member of a School Committee, I should strongly recommend its introduction.

C. C. FELTON, *Pres. Harv. Col.*

From the author of Greenleaf's Mathematical Series.

BRADFORD, Feb. 18, 1862.

MR. MOORE, — Dear Sir: I have examined your School Inkstand, — I have seen nothing of the kind which I consider so well fitted for our Common Schools. There are many advantages attending this which belong to no other. The ink is kept safe, and does not evaporate.

Yours respectfully,

BENJAMIN GREENLEAF.

From the author of Payson, Dunton & Scribner's System of Penmanship.

BOSTON MERCANTILE ACADEMY, Jan. 14, 1862.

MR. MOORE, — Dear Sir: I am using your School Inkstand in this Academy, and am happy to say that it meets the wants of the school-room in every respect. I consider it a model Inkstand.

J. W. PAYSON, *Principal.*

MOORE'S IMPROVED INKSTAND FILLER.

This article is designed to be used for filling the "Improved School Inkstand," but is suitable for filling any kind of an inkstand. The nose of the filler is constructed so that the inkstand can be filled without removing it from the desk, and prevents the necessity of dropping the ink or overflowing the inkstand.

The above articles are manufactured by the Holbrook School Apparatus Co., and sold by

ORRIN N. MOORE,

Sole agent for the New England States and Canada,

13 WATER STREET, . . . BOSTON, MASS.

Apr. '62.

